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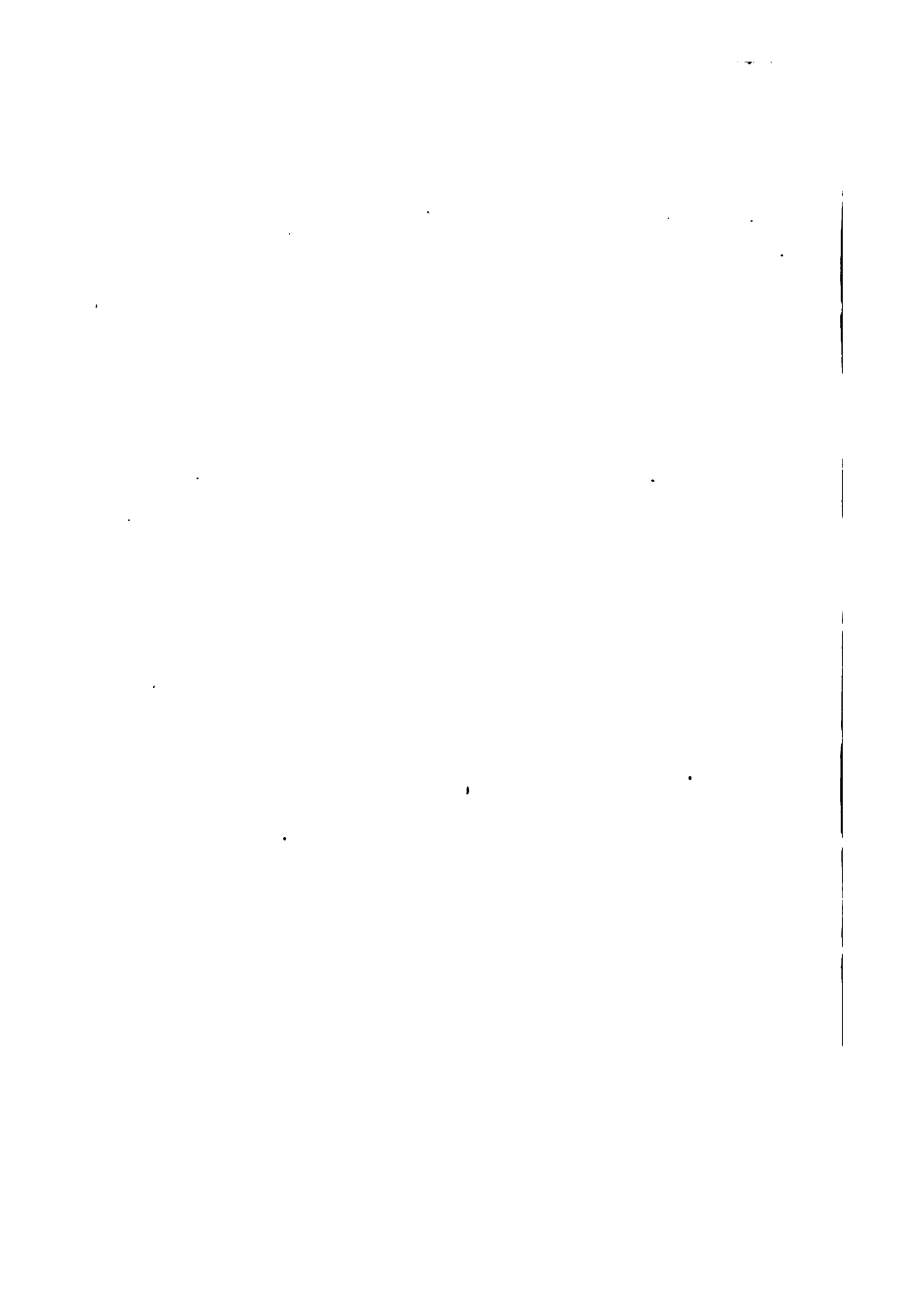
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Philippine
English
Series

GRAMMAR

BY

SIDNEY C. NEWSOM

FORMER DIVISION SUPERINTENDENT, PROVINCE
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AND

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GINN & COMPANY

BOSTON
NEW YORK

CHICAGO
LONDON

17-0081

F. due T 759, 04. 607

Oct. 8, 1906

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PREFACE

This grammar is intended for the use of advanced classes in the elementary schools and for pupils in the provincial high schools.

While it is believed that the essential facts of English grammar are included, puzzling constructions have been carefully avoided. Considering the purposes of the book, the authors have deemed it advisable to employ, in the main, the deductive method of treatment because of the greater clearness and precision which this plan makes possible.

Every principle and fact introduced has been carefully explained and illustrated by many examples. Additional exercises which the pupil must work out for himself have been prepared. It is hoped that the material used in these sentences will prove to be instructive and of interest to Filipino boys and girls. A thorough drill in elementary grammar has been provided, with language lessons which will help the pupil to master ordinary colloquial English.

The exercises set for analysis and diagram are intended to supplement the oral and written recitation. Intelligently employed they are valuable aids in studying the structure of the sentence and in testing the

pupil's actual knowledge of what he reads. Both analysis and diagram are a means to an end, and their use should not be allowed to interfere with the first-hand study of the sentence itself.

The notes are intended as suggestions only. They will indicate, however, a plan for class recitation which has been employed with success in the actual work of the schoolroom.

THE AUTHORS.

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ENGLISH GRAMMAR

SECTION 1

THE SENTENCE

A sentence is a combination of words used to make a statement, a question, or a command.

As to their use there are three classes of sentences, namely, Declarative, Interrogative, and Imperative.

1) A sentence which makes a statement is a Declarative sentence.

Mano has two books.

Carabao is a useful animal.

Boy rides the pony.

2) A sentence which asks a question is an Interrogative sentence.

Rafael a watch?

Window open?

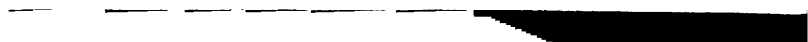
His man live in Cebú?

3) A sentence which expresses a command is an Imperative sentence.

Read your lesson, Luisa.

Give your books, children.

Go to bed, boys.





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SH GRAMMAR

SECTION 1

THE SENTENCE

A sentence is a combination of words used to make a statement, a question, or a command.

For their use there are three classes of sentences: Declarative, Interrogative, and Imperative.

A declarative sentence is one which makes a statement or expresses a fact.

Example: I have two books.

Example: A dog is a useful animal.

Example: He feeds the pony.

An interrogative sentence is one which asks a question or expresses a doubt.

Example: Do you watch?

Example: Will you open?

Example: Do you live in Cebú?

An imperative sentence is one which expresses a command or a request.

Example: Sit down, Luisa.

Example: Play with the boys, children.

SECTION 5

THE ADJECTIVE

DEFINITION: An adjective is a word used to limit or to describe a noun.

EXAMPLES: <i>red</i> roses	<i>strange</i> people
<i>ripe</i> mangoes	<i>great</i> terror
<i>tall</i> trees	<i>long</i> leaves
<i>pretty</i> pictures	<i>loving</i> hearts

Most adjectives are, like those given above, *descriptive adjectives*, but there are several other classes. The most important are

- (1) *Proper adjectives*, derived from proper nouns ; as *American*, *Filipino*, *Spanish*.
- (2) *Numeral adjectives* which denote number ; as *two* books, *one* chair, the *third* day, the *seventh* month.
- (3) The *articles*, *a* (or *an*) and *the*.

A is called the *indefinite article* because it points out a person or thing as one of a class.

The is called the *definite article* because it points out a person or thing as separate from its class.

An is generally used, instead of *a*, before words beginning with a vowel or silent *h*.

EXERCISE I

Name the adjectives in the following sentences and tell to which class each belongs.

1. Dalmacio has a fine, new watch.
2. The morning-glory is blue and white.
3. The little girl is sick.
4. The children found pretty, white shells.
5. This is an old Spanish town.
6. There were two American flags on the steamer.
7. This is the first day of the New Year.
8. Japanese silks are beautiful.
9. The king was cruel and unjust.
10. This fine mat cost two dollars.
11. The fisherman uses a small, round net.
12. The third house on this street is my home.
13. The great African desert is called Sahara.
14. Russia is a very large country.
15. His letter was written on the fifteenth day of June.
16. Benguet has a pleasant climate.
17. Tropical climates are warm.
18. Philippine hemp is sent to all parts of the world.
19. This is the second time I have visited Manila.
20. My knife has three sharp blades.
21. The Visayan women work very hard.
22. I bought a small, round basket.
23. There are two American continents.
24. The Chinese are an industrious people.
25. Japanese cities are very clean.
26. English goods are sold in Hongkong.
27. Hongkong is a small island.
28. The Mayón volcano is active.

29. The Philippine Islands have a dry and a wet season.
30. Heavy rains fall in Luzón during five months of the year.
31. Very strong rope is made from the hemp fiber.
32. These long boats have flat bottoms.

EXERCISE II

Use an appropriate adjective with each of the following nouns and tell its class.

soldier	gun	child	horse	town
month	mountain	cloud	boat	sky
water	cup	street	men	river
lesson	knife	parrot	bolo	wall

EXERCISE III

Substitute for the dashes appropriate nouns.

- | | |
|----------------------|--------------------|
| 1. A great ____. | 12. A rainy ____. |
| 2. A soft ____. | 13. A happy ____. |
| 3. A green ____. | 14. A sweet ____. |
| 4. A bad ____. | 15. A sour ____. |
| 5. A diligent ____. | 16. A kind ____. |
| 6. An honest ____. | 17. An empty ____. |
| 7. A brave ____. | 18. A sharp ____. |
| 8. A beautiful ____. | 19. A heavy ____. |
| 9. A useful ____. | 20. A dusty ____. |
| 10. A valuable ____. | 21. A wide ____. |
| 11. A cheap ____. | 22. A tall ____. |

NOTE : Exercises II and III are intended for home work.

SECTION 6

THE ADVERB

DEFINITION : An adverb is a word used to modify a verb, an adjective, or another adverb.

EXAMPLES : He will come *soon*. She walks *slowly*.
 I live *there*. He is *very* kind.

Most adverbs may be classified in these four divisions.

1. *Adverbs of Time*. These adverbs answer the question, When ?

EXAMPLE : I am ready *now*.

2. *Adverbs of Manner*. These adverbs answer the question, How ?

EXAMPLE : I walked *rapidly*.


3. *Adverbs of Place*. These adverbs answer the question, Where ?

EXAMPLE : He is not *here*.

4. *Adverbs of Degree*. These adverbs answer the questions, How much ? To what extent ?

EXAMPLES : This hat is *too* large.
 He walks *very* slowly.

1. Adverbs of time and place usually modify a verb.



2. Adverbs of manner usually modify a verb, but sometimes an adjective.

3. Adverbs of degree usually modify verbs, adjectives, and other adverbs.

EXERCISE I

In the following sentences name the adverbs, tell to which class they belong, and what words they modify.

1. He is a very bad boy.
2. I learned my lesson easily.
3. I rose early this morning.
4. He wrote the letter carefully.
5. How pleasant the air is !
6. Do not speak so rapidly.
7. I seldom go to Manila.
8. My friend was greatly pleased.
9. The day is very cloudy.
10. You have acted hastily.
11. He spoke angrily.
12. The journey is too long.
13. My house is there among the trees.
14. I always see him at night.
15. The lesson is rather difficult.
16. They treated the old man kindly.
17. He often misspells a word.
18. The boy was punished unjustly.
19. When did you arrive ?
20. There is the home of my cousin.
21. I shall not go again.
22. He spoke laughingly.

23. We must go soon.
24. Our friends left hurriedly.
25. Please put the books here.
26. I arrived unexpectedly.
27. How did he reach home so soon ?
28. He earned the money honestly.
29. He was too busily engaged to speak to me.
30. You are quite right in your opinion.

EXERCISE II

Insert appropriate adverbs in place of dashes.

1. He walked —.
2. It is — wet to walk.
3. Come —, Gracia.
4. The sun shines —.
5. I cannot go —.
6. He came very —.
7. I will go with you —.
8. He arrived —.
9. It is — nine o'clock.
10. — loud the sea roars.
11. I was — ten years old.
12. It is — warm to-day.
13. The wind blew —.
14. He came too —.

Many adverbs are formed from adjectives by adding *ly* to the adjective. Such adverbs are generally *adverbs of manner*.

EXERCISE III

Change the following adjectives into adverbs.

graceful	safe	quick	beautiful	earnest
slow	glad	rapid	firm	careful
great	joyful	sad	smooth	certain
light	bright	mild	sharp	harsh
rough	cheerful	calm	soft	pleasant

NOTE: Require the class to prepare Exercises II and III at home and present papers for correction at the following recitation.

SECTION 7

ABSTRACT AND COLLECTIVE NOUNS

There are two kinds of common nouns which need special notice, — *abstract* and *collective*.

DEFINITION : An abstract noun is the name of a quality.

EXAMPLES : Her *childhood* was happy.

I like this boy's *politeness*.

EXPLANATION : In the first sentence the word "childhood" is derived from the noun "child" and is an abstract noun. In the second sentence the abstract noun "politeness" is derived from the adjective "polite."

Abstract nouns are formed from

- (1) Adjectives : good, goodness ; sweet, sweetness.
- (2) Verbs : believe, belief ; please, pleasure.
- (3) Nouns : friend, friendship ; patriot, patriotism.

The following are some of the important terminations used to form abstract nouns : *ness, ty, dom, ship, hood, th*.

DEFINITION : A collective noun is the name of a group or collection of objects.

EXAMPLES : These *people* live in Sámar.

I saw a *flock* of geese.

My uncle has a *herd* of cattle.

A collective noun is in the singular number and takes a verb in the plural only when the individuals composing the group are thought of.

EXERCISE I

Point out in the following sentences (1) the abstract nouns ; (2) the collective nouns.

1. We have a large class.
2. Cowardice is despised.
3. I saw a great crowd of people.
4. England has a large army.
5. This man loves liberty.
6. I am grateful for your kindness.
7. A fleet of war ships lay in the harbor.
8. There are many tribes in the Philippine Islands.
9. Have you no pity for the poor ?
10. She felt great sorrow.
11. A regiment of soldiers was in the town.
12. A flock of birds was in the tree.
13. There is a law against cruelty to animals.
14. A group of people stood before the door.
15. He was a man of wisdom.
16. Such ignorance is shameful.
17. A herd of cattle was feeding in the field.
18. There was no justice in his punishment.
19. We met a party of travelers.
20. The grief of the man was very great.
21. The dishonesty of the boy astonished me.
22. A band of robbers was captured by the police.
23. Dishonor is worse than death.
24. A mob was formed in the town.

25. Cleanliness is next to godliness.
26. He has a fine collection of pearls.
27. A drove of horses was lost in the mountains.
28. A grove of cocoanut palms grew along the beach.
29. The entire crew fell sick.
30. The prisoner was given his freedom.

EXERCISE II

Form abstract nouns from these adjectives.

good	brave	kind	able
bright	prompt	angry	foolish
patient	eager	obedient	stupid
cruel	rapid	honest	possible
	wise		true

NOTE : Exercise II is intended for home work.

SECTION 8

SUBJECT AND PREDICATE

Every sentence must contain two important parts,—*subject* and *predicate*.

DEFINITION : The subject of a sentence is that person, place, or thing of which something is said.

DEFINITION : The predicate is that which is said of the subject.

EXAMPLE : Birds fly.

EXPLANATION : The noun “birds” is called the subject of the sentence because it is that of which

something is said; the verb "fly" is called the predicate because it tells something about the subject "birds."

DEFINITION: The simple subject and simple predicate of a sentence are the subject and predicate without modifiers.

DEFINITION: The complete subject and complete predicate of a sentence are the subject and predicate with their modifiers.

EXAMPLE: Large birds fly swiftly.

EXPLANATION: The noun "birds" is the simple subject; the verb "fly" is the simple predicate. The noun "birds" with its adjective modifier "large" is the complete subject; the verb "fly" with the adverb modifier "swiftly" is the complete predicate. Both subject and predicate may be expanded further by the use of other words, as "the large black birds fly very swiftly."

EXERCISE I

Name the simple subject and simple predicate in the following sentences; also the complete subject and the complete predicate.

1. The bluebird sings sweetly.
2. Juan lives here.
3. Benguet is a very mountainous province.
4. Kittens play.
5. The Igorrotes are industrious.
6. The little mouse runs fast.

7. Pepita comes often.
8. This house is very old.
9. A deep river flows slowly.
10. The green corn is not ripe.
11. Sugar is sweet.
12. The Pasig River flows swiftly.
13. Fish swim.
14. The Cagayán Valley is very rich.
15. Very good tobacco is raised in this valley.
16. Bamboo grows very tall.
17. Fine porcelain is made in China.
18. Simeona is fond of pets.
19. The rich soil of the valley produces great crops of rice.
20. The frail nipa house was destroyed by the storm.
21. The great number of fish broke the net.
22. Manila is built on low ground near the bay.
23. Albay province is famous for its hemp.
24. The large forests of hard wood are very valuable.
25. Rosa called loudly for her mother.

EXERCISE II

Expand the following sentences by using correctly the adjectives and adverbs given below. Then name the complete subject and the complete predicate.

EXAMPLE: *The careful boy writes neatly.*

- | | |
|------------------------------|-----------------------------|
| 1. <i>The boy writes.</i> | 6. <i>The boy recites.</i> |
| 2. <i>The king rules.</i> | 7. <i>The girl laughed.</i> |
| 3. <i>The carabao walks.</i> | 8. <i>A pupil studies.</i> |
| 4. <i>The man rises.</i> | 9. <i>The duck swims.</i> |
| 5. <i>The lady spoke.</i> | 10. <i>The man bowed.</i> |

11. The rain fell. 13. A storm came.
 12. The vines grew. 14. The boy speaks English.
 15. The child cried.

ADJECTIVES

<i>careful</i>	old
large	good
little	lazy
kind	industrious
big	great
heavy	young
studious	violent
sick	green

ADVERBS

<i>neatly</i>	politely
easily	diligently
merrily	poorly
pleasantly	early
slowly	wisely
steadily	continually
rapidly	fluently
suddenly	quickly

NOTE: In the preceding exercise and in all similar work, pupils should prepare their papers at home and bring them to the class for discussion and correction.

SECTION 9

ANALYSIS

DEFINITION: Analysis is the separation of a sentence into its parts, — subject, predicate, and modifying words.

EXAMPLE: *The industrious farmer plants rice early.*

EXPLANATION: This is a declarative sentence because it makes a statement.

The *simple subject* is the noun “farmer” because it names the person about whom something is said.

The *simple predicate* is the verb “plants” because it tells something about the subject.

The *modifiers* of the noun “farmer” are “the” and “industrious.”

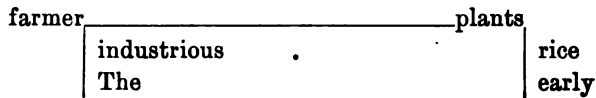
The *modifiers* of the verb “plants” are “rice” and “early.”

The *complete subject* of the sentence is “the industrious farmer.”

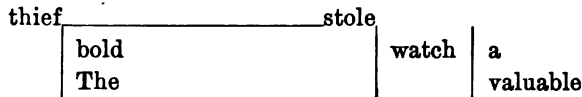
The *complete predicate* is “plants rice early.”

This analysis may be shown by the following diagram.

The industrious farmer plants rice early.



The bold thief stole a valuable watch.



EXERCISE

Study the models and analyze both orally and by diagram the following sentences.

1. The young soldier fights bravely.
2. The skillful silversmith makes beautiful rings.
3. This good little girl seldom cries.
4. This old nipa house has four windows.
5. Many Japanese wear wooden shoes.
6. The big carabaos enjoyed the cool water.

DIRECTIONS FOR DIAGRAM

Connect subject and predicate by a horizontal line. Separate modifiers from the words modified by perpendicular lines.

SECTION 10

INFLECTION OF NOUNS: NUMBER

Nouns have changes of form which indicate *number, gender, and case*.

These changes of form are called *inflections*.

DEFINITION: Number is the form which indicates whether the noun refers to one person or thing, or more than one.

The form which refers to one person or thing is called *singular number*.

The form which refers to more than one person or thing is called *plural number*.

The plural number is most commonly formed from the singular by the addition of the letter *s*.

EXAMPLES:	<i>singular</i>	boy	tree	cat	chair
	<i>plural</i>	boys	trees	cats	chairs

When the singular ends in the letter *y*, preceded by a consonant, the *y* is changed to *i* and *es* is added.

EXAMPLES:	<i>singular</i>	fly	sky	lady	pony
	<i>plural</i>	flies	skies	ladies	ponies

When the singular ends in a sound such as the sound of *s, z, sh, ch, and x*, the plural is formed by adding *es* to the singular.

EXAMPLES:	<i>singular</i>	box	couch	marsh	tax
	<i>plural</i>	boxes	couches	marshes	taxes

Most nouns ending in *i*, *o*, or *u* following a consonant form the plural by adding *es*.

EXAMPLES :	<i>singular</i>	potato	mango
	<i>plural</i>	potatoes	mangoes

In some cases where the singular ends in *f* or *fe* the plural is formed by dropping the *f* or *fe* and adding *ves*.

EXAMPLES :	<i>singular</i>	knife	half
	<i>plural</i>	knives	halves

There are several nouns which form their plurals irregularly; the more common of these nouns are:

mouse — mice	tooth — teeth	woman — women
ox — oxen	goose — geese	man — men
foot — feet	child — children	

There are a few nouns whose singular and plural are alike in form.

EXAMPLES: deer, sheep, cannon.

EXERCISE I

Write the plurals of each of the following nouns.

window	lake	grass	bench	rock
thief	fox	story	cow	army
calf	sailor	apple	life	rose
star	watch	wife	glass	mango
negro	volcano	buffalo	head	wolf
monkey	fly	orange	dish	church

EXERCISE II

In the following sentences substitute for the dashes the plural forms of suitable nouns.

1. The —— of the banana tree are long and broad.
2. Ripe —— are red.
3. Chicago is one of the largest —— in the world.
4. Many —— in Manila have beautiful towers.
5. The —— managed the ship well.

NOTE : The teacher should prepare another list of words whose spelling illustrates the rules given in this section.

SECTION 11

INFLECTION OF NOUNS: GENDER

DEFINITION : Gender is that form of the noun which indicates sex.

There are three genders, — *masculine*, *feminine*, and *neuter*.

DEFINITION : The name of a male is a noun of masculine gender.

EXAMPLES : duke, lion.

DEFINITION : The name of a female is a noun of feminine gender.

EXAMPLES : lady, countess.

DEFINITION : The name of an object without life is generally a noun of neuter gender.

EXAMPLES : kite, pencil.

The term "neuter" means *neither*.

A large class of nouns may be used without change of form to name either a male or female. This class of nouns may be said to have *common gender*.

EXAMPLES : friend, cousin.

Gender is indicated in two ways :

(1) By the use of different words.

EXAMPLES : man, woman; uncle, aunt.

(2) By a change of the ending of words.

EXAMPLES : prince, princess; widow, widower.

Objects without life are sometimes spoken of as having gender; in this way the masculine gender is often attributed to the sun; the feminine gender to the moon.

EXERCISE I

Name the gender of each of the following nouns.

king	son	box	gentleman	wife
lord	monk	drum	niece	coat
mother	emperor	tiger	daughter	authoress
hen	flower	playmate	doctor	companion
bird	city	teacher	sister	duchess
ship	country	book	poet	pony
lady	aunt	rose	writer	house
father	friend	sea	tree	lawyer
child	pupil	fisherman	dog	governor
hat	rain	sailor	river	chief

EXERCISE II

Write the feminine of the following masculine nouns.

poet	boy	gander
drake	grandfather	monk
host	master	governor
hero	manservant	heir
landlord		czar

SECTION 12

INFLECTION OF NOUNS: CASE

DEFINITION: The Case of a noun shows its relation to other words in the sentence.

There are three cases, — *nominative*, *possessive*, and *objective*.

DEFINITION: A noun is in the nominative case when it is used as the subject of a finite verb.

EXAMPLE: *Francisco* goes to school.

EXPLANATION: “Francisco” is the subject of the verb “goes” and is therefore in the nominative case.

There is a special use of the nominative case called the *nominative of address*.

EXAMPLE: *Urfia*, where is your book?

A nominative in this use does not require a verb, and is sometimes spoken of as the vocative case.

DEFINITION : A noun is in the possessive case when it denotes possession.

This case is always accompanied by a change in the form of the noun.

EXAMPLE : This is *Francisco's* book.

EXPLANATION : "Francisco's" indicates the possession or ownership of "book" and is said to be in the possessive case.

DEFINITION : A noun is in the objective case when it is used as the object of a verb or a preposition.

EXAMPLES : I saw *Francisco*.

I spoke to *Francisco*.

EXPLANATION : "Francisco" is, in the first sentence, the object of the verb "saw"; in the second sentence, of the preposition "to." In both instances "Francisco" is in the objective case.

Notice that the noun has the same form whether it be in the nominative or objective case. The noun changes form for the possessive case only.

An apostrophe (') and the letter *s* are added to the nominative case of singular nouns, and of plural nouns which do not end in *s*, to form the possessive case.

EXAMPLES : the hen's eggs; Frank's kite; the children's books.

The apostrophe (') only is added to plural nouns which end in s.

EXAMPLES: the boys' hats ; the girls' fans.

EXERCISE I

Name the case, number, and gender of each of the nouns in the following sentences.

1. The farmer sells rice.
2. The teacher's book is on the table.
3. The soldiers' guns are heavy.
4. The carabao's horns are long.
5. The birds build a nest.
6. This is my cousin's picture.
7. Answer my questions, Victoria.
8. The merchants of Manila sell silk.
9. The pupils' desks are new.
10. I see white clouds in the sky.
11. Fernando, study your lesson.
12. The rich man has much money.
13. The dog is hungry.
14. My bicycle is in the house.
15. Mary's ring is lost.
16. Paula, have you seen my parasol ?
17. I received a letter yesterday.
18. Pedro's father made a new boat.
19. Do not disturb me now, Vicente.
20. The ship's masts were broken.
21. The girls' vacation was spoiled.
22. We bought a toy for the baby.
23. Perfecto found a knife in his desk.
24. The birds' nest has fallen from the tree.

EXERCISE II

Write the singular and plural possessive for each of the following nouns.

boy	cat	cousin	man
child	sailor	cow	king
girl .	poet	fish	spider
river	ocean	lizard	pony
dog	blacksmith	carabao	fly
frog	bird	whale	body
woman	lady	mouse	soldier

NOTE : For Exercise II, see note, p. 27.

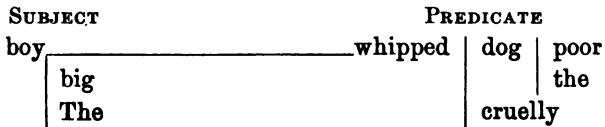
SECTION 13**REVIEW**

1. What are the four kinds of sentences ?
2. What punctuation does each require ?
3. What are the two main classes of nouns ? Define each.
4. What is a verb ? What is an adjective ?
5. Name the two special classes of common nouns. Define each.
6. How is an adverb used ? Name the four classes of adverbs.
7. What is the subject of a sentence ? the predicate ? the simple subject and the simple predicate ? the complete subject and complete predicate ?
8. How many numbers has a noun ? What is common gender ? Tell the use of the nominative case ; of the objective case ; of the possessive case.
9. Write a sentence containing a noun in the objective case.

EXERCISE

Study the model and analyze orally and by diagram the sentences given below.

1. The big boy whipped the poor dog cruelly.



This is a declarative sentence. Why ?

The simple subject is the noun "boy." Why ?

The simple predicate is the verb "whipped." Why ?

The modifiers of the noun "boy" are "big" and "the."

The modifiers of the verb whipped are "the poor dog" and "cruelly."

The complete subject is "the big boy."

The complete predicate is "whipped the poor dog cruelly."

2. The small lizards change color very frequently.

3. The big white ants destroyed the new books quickly.

SECTION 14**THE PRONOUN**

DEFINITION : A pronoun is a word used instead of a noun.

Pronouns and nouns are sometimes called *substantives*.

There are four main classes of pronouns, — *personal*, *relative*, *interrogative*, and *demonstrative*.

DEFINITION: Personal pronouns are used to indicate a person who speaks, a person spoken to, or a person or thing spoken of.

Personal pronouns have, therefore, three persons, — *first, second, and third.*

Each of these persons is inflected as follows :

First Person: I

	SINGULAR	PLURAL
<i>Nominative case</i>	I	we
<i>Possessive case</i>	my or mine	our or ours
<i>Objective case</i>	me	us

Second Person: You

	SINGULAR	PLURAL
<i>Nominative case</i>	you	you
<i>Possessive case</i>	your or yours	your or yours
<i>Objective case</i>	you	you

Third Person: He, She, and It

	SINGULAR			PLURAL
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc. Fem. Neut.</i>
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her or hers	its	their or theirs
<i>Objective</i>	him	her	it	them

EXERCISE

Substitute for dashes the correct forms of the personal pronouns.

1. He and — went home.
2. Was — in the house ?
3. Juan came with —.
4. Will you go with — ?

5. Let — return at once.
6. It is as hard for you as for —.
7. Who speaks? It is —.
8. It was — who entered the room.
9. He and — sit at the same desk.
10. They told — the story yesterday.
11. I said that — could not go.
12. Divide the work between —.
13. They said that — would come.
14. He borrowed a book from —.
15. He stood between —.

NOTES : 1. The children should be required to commit to memory the personal pronouns and their inflections. 2. Observe that the *first person* has eight different forms ; the *second person*, three ; and the *third person*, twelve.

SECTION 15


PERSONAL PRONOUNS

Personal pronouns, like nouns, have number, gender, and case.

There is no change of *form* to indicate gender in personal pronouns, except in the third person singular, where the three forms *he*, *she*, and *it* and their inflections occur.

EXERCISE I

In the following sentences point out the personal pronouns. Give their person, number, gender, and case.

1. Florencia took her doll and put it in the chair.
 2. I am glad to see you.
- 

3. They told us the news.
4. Our books are at home.
5. I thought you were in Manila.
6. He took his brother to school.
7. We have their carromata.
8. The flowers are mine.
9. Give us our daily bread.
10. The bird has its little ones in the nest.
11. I have not seen them to-day.
12. Did you make your dress ?
13. You surprised me.
14. We met them as they entered the house.
15. Carmen invited us to visit her.
16. She will tell you about it.
17. Animals love their young.
18. My pony is smaller than yours.
19. He said his father was sick.
20. We passed him on the road.
21. He told me it was not true.
22. They loaned us their carromata.
23. I went with her to her cousin's house.
24. Do you know where your brother lost his hat ?
25. Will they make the trip with you ?

EXERCISE II

Substitute for dashes personal pronouns of the proper person and number.

- | | | |
|---------------|---------------|-----------------|
| 1. ——— laugh. | 5. ——— goes. | 9. ——— sit. |
| 2. ——— dance. | 6. ——— hear. | 10. ——— recite. |
| 3. ——— talk. | 7. ——— visit. | 11. ——— think. |
| 4. ——— work. | 8. ——— live. | 12. ——— eat. |

EXERCISE III

Substitute for dashes personal pronouns of correct person, case, and number.

1. Have — written to — aunt ?
2. — live next to —.
3. — have paid all — debts.
4. — took — pictures.
5. — cannot go with —.
6. Let — remain till — come.
7. — have never seen —.
8. — does not know that — are here.
9. — must not trouble — father.
10. When did — visit — friends ?

NOTE : For Exercises II and III, see note, page 27.

SECTION 16**DIRECT AND INDIRECT OBJECTS**

DEFINITION : A substantive which completes the meaning of a transitive verb, without the aid of a preposition expressed or understood, is called a direct object.

EXAMPLES : He struck the *boy*.

The women make *cloth*.

EXPLANATION : The word “boy” completes the meaning of the predicate “struck” by naming the person who received the action. “Boy” is therefore called the direct object of the verb “struck.”

DEFINITION: A substantive showing to or for whom (or which) anything is done is called the indirect object.

EXAMPLE: We gave *her* the flowers.

EXPLANATION: The word "her" shows the person to whom the flowers were given; that is, "her" shows for whom the action of giving was performed, and is, therefore, the indirect object of the verb "gave."

In a highly inflected language like the Latin indirect objects are said to be in the *dative case*. The word "dative" means *giving*.

The indirect object can be distinguished from the direct object by inserting the omitted preposition *to* or *for*.

EXAMPLE: My uncle bought me a bicycle.

My uncle bought a bicycle *for* me.

When the preposition is inserted the direct object in most cases immediately follows the verb.

EXERCISE I

In the following sentences name first, the direct objects with the verbs which govern them; secondly, the indirect objects.

1. The Negritos use spears of bamboo.
2. The tailor makes Sixto a coat.
3. They teach us English.
4. Lizards catch mosquitoes and flies.
5. Dalmacio did me a favor.
6. We found many deer in the mountains.

7. The little boat carries passengers.
8. Loan me your book.
9. They built him a house.
10. He told me the truth.
11. The baker makes bread.
12. They grind the corn between stone rollers.
13. We gave him a present.
14. The blacksmith shoes the horse.
15. The Visayans put sails on their bancas.
16. Spain ceded to the United States the island of Guam.
17. Australia has many strange birds.
18. Brazil raises large quantities of coffee.
19. Gracia has a gold necklace.
20. He told me the story.
21. The girls carry water in jars.
22. She gave me a bouquet.
23. The robbers stole two carabaos.
24. I have written her two letters.
25. They attend church on Sunday.

EXERCISE II

Rearrange the following sentences, inserting the correct preposition (*to* or *for*) before the indirect object.

EXAMPLE: They gave me a basket of fruit.

They gave a basket of fruit *to* me.

1. Please bring me a glass of water.
2. María's mother made her a new dress.
3. The carpenter built my uncle a house.
4. Pay me what you owe.
5. They brought the baby a doll.

6. The two men told me the same story.
7. The merchant sold her a large lamp.
8. You do him an injustice.
9. My friend sent me a note yesterday.
10. I will lend you my pony.

EXERCISE III

Write six sentences containing indirect objects.

SECTION 17

VERBS: TRANSITIVE AND INTRANSITIVE

There are two classes of verbs,—*transitive* and *intransitive*.

DEFINITION: A transitive verb is one which requires an object to complete its meaning.

EXAMPLES: The carpenter *builds* a house.
The girl *picks* the flowers.

EXPLANATION: In the first sentence the noun "house" is the direct object of the verb "builds" and completes its meaning. The verb "builds" requires the noun "house," or some such word, to complete its sense.

DEFINITION: An intransitive verb is one which does not require an object to complete its meaning.

EXAMPLES: The flowers *bloom*.
The boys *laugh*.

EXPLANATION: In these sentences the verbs “bloom” and “laugh” are complete in themselves. They cannot take an object.

Some verbs may be either transitive or intransitive.

EXAMPLES: The bird sings.	Paula sings a song.
Teófilo writes.	He writes a letter.

EXERCISE I

In the following sentences pick out the transitive and the intransitive verbs. Name the subjects. Name the objects of the transitive verbs.

1. Gregorio sharpens his pencil.
2. Flowers bloom in the garden.
3. The boy catches crabs.
4. Simeona lost the money.
5. The woman washes the dishes.
6. The man drives the ponies.
7. I heard the song of a bird.
8. The man painted the house.
9. The soldiers march rapidly.
10. The frog swims in the pond.
11. The servant carries the basket.
12. The rich man lives in a fine house.
13. Guillermo threw the ball.
14. The kite flies.
15. The boy flies a kite.
16. The cat lies in the chair.
17. The boy lays the book on the table.
18. The pupils sit on a bench.
19. Tomasa sets the basket on the floor.

20. The horse drank the water.
21. The general commands the army.
22. The men work in the field.
23. The women make nets of heavy cord.
24. We planted trees in front of our house.
25. A Spanish sailor discovered the Hawaiian Islands.
26. Paula filled the jar with water.
27. They found a basket in the yard.
28. The boat carries us across the river.
29. The robbers ran and escaped.

EXERCISE II

Rewrite these sentences, giving an appropriate object to the first verb in each sentence.

EXAMPLE: The wind blows.

The wind blows the leaves from the trees.

1. This boy learns quickly.
2. The children roll on the grass.
3. The blind man cannot see.
4. Hawaiian boys ride well.
5. I heard distinctly.
6. Miguela teaches in the school.
7. He swims with great ease.
8. He was writing when I entered the room.
9. We shall not leave while it rains.
10. We quickly followed, but could not overtake him.
11. The horse eats, but does not seem well.
12. The soldier fired and his enemy fell.
13. I answered, but you did not wait.

SECTION 18

COMPARISON OF ADJECTIVES AND ADVERBS

DEFINITION : Comparison is a change in the form of a word to denote degrees of quality or quantity.

There are three degrees of comparison, — *positive*, *comparative*, and *superlative*.

DEFINITION : The positive degree of an adjective has the same form as the adjective itself and expresses no comparison.

EXAMPLES : new, cold, sweet.

DEFINITION : The comparative degree expresses a higher or lower degree than the positive.

The comparative degree is formed by adding *er* to the positive.

EXAMPLES : *newer*, *colder*, *sweeter*.

DEFINITION : The superlative degree expresses the highest or lowest degree of the quality or quantity.

The superlative degree is formed by adding *est* to the positive.

EXAMPLES : *newest*, *coldest*, *sweetest*.

Adjectives of more than one syllable generally form the comparative and superlative degrees by prefixing

the adverbs *more* and *most* and *less* and *least* to the positive degree.

	POSITIVE	COMPARATIVE	SUPERLATIVE
EXAMPLES :	difficult	more difficult	most difficult
	graceful	more graceful	most graceful
	harmful	less harmful	least harmful

A few adjectives have an irregular comparison. The more important of these are the following :

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
little	less, lesser	least
bad	worse	worst
much	more	most
old	older, elder	oldest, eldest
late	later, latter	latest, last

Adverbs, like adjectives, have three degrees of comparison.

Most adverbs form the comparative and superlative degrees by using *more* and *most*, or *less* and *least*, with the positive.

	POSITIVE	COMPARATIVE	SUPERLATIVE
EXAMPLES :	slowly	more slowly	most slowly
	quickly	less quickly	least quickly

A few adverbs form the comparative and superlative degrees by inflection.

	POSITIVE	COMPARATIVE	SUPERLATIVE
EXAMPLE :	late	later	latest

EXERCISE I

Compare the following adjectives and adverbs.

ADJECTIVES			ADVERBS		
honest	short	obedient	gently	sadly	gladly
sweet	fortunate	smooth	kindly	quickly	soon
dear	deep	diligent	joyfully	neatly	early

EXERCISE II

Point out in the following sentences the adjectives and adverbs. State the degree of their comparison and tell what words they modify.

1. Vicente is more studious than Antonio.
2. I left home earlier than you did.
3. The elephant is the largest of animals.
4. My watch is less expensive than yours.
5. Please put the chair here.
6. Genaveva speaks English more correctly than I do.
7. Laugh less noisily.
8. Have you a sharp knife?
9. The cat walks very softly.
10. This is a most delightful journey.
11. Your hat is older than mine.
12. Write your lesson more carefully to-morrow.
13. She comes oftener than you do.
14. You must be tardy less frequently.
15. Helen of Troy was the most beautiful of women.
16. Mindanao is said to be rich in minerals.
17. Some of the islands are thickly populated.
18. The soil is richer in the valleys than in the highlands.
19. The men climbed the mountain slowly.

20. You should speak more distinctly.
21. This is the tallest building in the town.
22. He came hurriedly into the room.
23. Gregorio attends school the most regularly of any pupil in the class.
24. This is the least satisfactory paper of all.
25. These are the largest mangoes I have seen.

SECTION 19

VERBS : PERSON AND NUMBER

DEFINITION : A verb agrees with its subject in person and number.

This agreement is marked by certain changes in the form of the verb in the third person, singular number, present tense only.

EXAMPLE :		SINGULAR			
INDICATIVE MOOD	{	<i>First person</i>	I have	I go	I live
		<i>Second person</i>	you have	you go	you live
		<i>Third person</i>	he <i>has</i>	he <i>goes</i>	he <i>lives</i>
	PLURAL				
	{	<i>First person</i>	we have	we go	we live
		<i>Second person</i>	you have	you go	you live
		<i>Third person</i>	they have	they go	they live

The verb "to be" is an exception to this rule. It has different forms in the singular and plural, present and past tenses, indicative mood.

	SINGULAR	PLURAL
<i>Present tense</i>	I am	we are
	you are	you are
	he is	they are
<i>Past tense</i>	I was	we were
	you were	you were
	he was	they were

EXERCISE I

Write the present tense, indicative mood, of the following verbs, using "I," "he," and "they" as subjects.

EXAMPLE: sleep

	I sleep	he sleeps	they sleep
paint	breathe	travel	understand
obey	enjoy	carry	hear
run	cry	ring	speak
sweep	call	play	kill

EXERCISE II

In the following sentences substitute for dashes the proper forms of verbs in the present tense. Tell what number and person of the verb you have used.

1. Tea — in China and Japan.
2. Bananas — in the Philippines.
3. I — the floor.
4. The servant — the rice.
5. You — a walk.
6. The farmers — the field.
7. You — the window.
8. A spider — eight legs.

9. I — my books.
10. Teófilo — his money.
11. You — mangoes.
12. Pepito — the string.
13. You — at six o'clock.
14. The pupils — English.
15. He — rapidly.
16. She — a present to her friend.
17. The kittens — in the basket.
18. The blacksmith — the horse.
19. You — along the seashore.
20. The thief — the watch.
21. Australia — an island continent.
22. There — several high mountain peaks in Bohol.
23. Perfecto — vegetables in his garden.
24. Mangoes — in May.
25. The woman — the clothes.
26. She — the clothes with a stick.
27. She — them with a hot iron.
28. The sun — brightly.
29. We — to school every day.
30. I — my parents.
31. Many Chinese — in Formosa.
32. They — their work well.
33. You — a pretty dress.

EXERCISE III

Correct the errors in the following sentences.

- | | |
|---------------------------|------------------------------|
| 1. The soldiers fights. | 5. The pony eat grass. |
| 2. He lend me a knife. | 6. Panciano see the picture. |
| 3. She speak English. | 7. You copies your lesson. |
| 4. You breaks your slate. | 8. I receives the letter. |

Parsing : noun, adjective, adverb

EXAMPLE : The good man spoke earnestly.

“The ” is a *definite article*, *modifies* the noun “man.”

“Good ” is a *descriptive adjective*, *positive degree*, and *modifies* the noun “man.”

“Man ” is a *common noun*, *masculine gender*, *singular number*, *nominative case*, *subject* of the verb “spoke.”

“Earnestly ” is an *adverb of manner*, *positive degree*, *modifies* the verb “spoke.”

Directions for parsing

- (1) A noun. Tell (a) its class, (b) its gender, (c) its number, (d) its case, (e) its use in the sentence.
- (2) An adjective. Tell (a) its class, (b) its degree of comparison, (c) its use in the sentence.
- (3) An adverb. Tell (a) its class, (b) its degree of comparison, (c) its use in the sentence.

EXERCISE IV

Parse the nouns, adjectives, and adverbs in the following sentences.

1. A deep river flows quietly.
2. The dry wood burned quickly.
3. The old man works steadily.
4. The young woman speaks kindly.
5. The heavy rains came early.
6. The tired boy went slowly.

SECTION 20

THE PREPOSITION

DEFINITION: A preposition is a word used to show the relation between a noun or a pronoun and some other word in the sentence.

EXAMPLE: I live *in* this house.

EXPLANATION: In this sentence the word “in” is a preposition and shows the relation between the verb “live” and the noun “house.” The noun “house” is the object of the preposition “in.”

A preposition usually shows the relation between a noun or a pronoun and

- (1) A verb: He walks *on* the beach.
- (2) A noun: I have a yard *of* ribbon.
- (3) An adjective: He is polite *to* strangers.

The following is a list of common prepositions.

about	below	for	through
above	beneath	from	to
across	beside	in	toward
after	besides	into	under
against	between	near	underneath
along	beyond	of	until
among	by	off	up
around	concerning	on	upon
at	down	over	with
before	during	round	within
behind	except	since	without

EXERCISE I

Pick out the prepositions, name their objects, and tell what words they show the relation between.

1. Marcela stood by the gate.
2. This palm came from the mountains.
3. Manila is the capital of the Philippine Islands.
4. He wrote on the blackboard.
5. The boy was asleep under a tree.
6. Rice grows best in wet ground.
7. Cayetano is at school.
8. He wrote a letter for me.
9. A picture hangs over the door.
10. All went except Feliza.
11. You can buy nothing without money.
12. The Japanese fought against the Russians.
13. We traveled among the Moros.
14. They rode into the river.
15. The Pasig River flows between Old and New Manila.
16. The prisoner stands before the judge.
17. Josefa sits behind me at school.
18. I found the eraser underneath the desk.
19. The man was without friends or money.
20. The church stood within the walls of the city.

EXERCISE II

Fill the blanks with appropriate prepositions and tell between what words they show relation.

1. The Mississippi River flows — the Gulf of Mexico.
2. Cavite lies — the bay — Manila.
3. Hemp grows — Leyte.
4. He lived — the Igorrotes for some years.

5. Benguet is almost five thousand feet — sea level.
6. The island of Panay is — Negros and Luzón.
7. There is a railroad — Manila — Dagupan.
8. The school is — my house.
9. The convent is — the church.
10. The boys ran — the cornfield.
11. The needle of the compass points — the north.
12. The child fell — the side of the boat.
13. He went — my wishes.
14. I shall remain — noon.
15. We walked — the plaza.
16. He will stay here — the summer.
17. We talked — his plans — the winter.
18. We recite arithmetic — recess.
19. They live far — the town.
20. He owns other houses — this one.

EXERCISE III

In the following sentences point out the prepositions and the adverbs.

1. Below we saw a pretty little town.
2. Below my window grew a rosebush.
3. Marcelo's hat blew off.
4. The baby pushed the vase off the table.
5. A party of soldiers went before.
6. On cold evenings we sat before the fire.
7. He looked up in surprise.
8. We went up the mountains.
9. Above were the treetops and the blue sky.
10. He lived above us in the second story.
11. Behind came the tired travelers.
12. Your hat hangs behind the door.

SECTION 21

THE CONJUNCTION

DEFINITION: A conjunction is a word used to connect words and sentences.

EXAMPLES: The house is made of nipa *and* bamboo.
This man is poor, *but* he is happy.

EXPLANATION: In the first sentence "and" is a conjunction, and connects the words "nipa" and "bamboo." In the second sentence "but" is a conjunction, and connects the sentences "This man is poor" and "he is happy."

The following is a list of the more common conjunctions.

and	but	because	or	yet	while
therefore	although	that	until	as	though
than	if	either	neither	nor	unless
after	before	nevertheless	however	since	whether

In the following sentences point out the conjunctions and tell what they connect.

EXERCISE I

1. The Moros make knives and spears.
2. He is neither honest nor industrious.
3. I like Processo because he is polite.
4. I shall not go unless you write to me.
5. I shall remain in Manila until you come.
6. He says that he knows you.

7. Since you insist, I will come.
8. I shall go if they invite me.
9. Luzón is larger than Masbate.
10. He waited while I went to the post office.
11. He went away before I saw him.
12. He is my cousin, yet I have never seen him.
13. He has done wrong, therefore he must be punished.
14. We did not see her, as she was sick.
15. I am very busy ; however, I shall go.
16. She did not come, although she knew I was there.
17. After I reached the house he arrived.
18. I received your letter before I left home.
19. Though old he is very active.

EXERCISE II

Connect the following pairs of sentences, using conjunctions from the list.

1. I cannot go. It is raining.
2. He was sick. He is now well.
3. He is honest. He is poor.
4. I shall do this. You wish it.
5. They cannot succeed. You help them.
6. Cayetano is a good boy. He deserves praise.
7. Eugenio came on Tuesday. He went away on Wednesday.
8. He knows his lesson. He studied it.
9. María was here yesterday. I did not see her.
10. Men have sailed around the earth. We know the earth is a sphere.
11. School will close. The hot weather comes.
12. We had heard it. We did not believe it.
13. I have not time. I do not wish to do so.

14. The story is interesting. It is too long.
15. She went. You wished her to go.
16. I did not buy it. It was very expensive.
17. The country is not large. It is thickly populated.
18. He will sell the pony. You wish to buy it.
19. He is industrious. He will succeed.

SECTION 22

CLAUSES

DEFINITION: A clause is a combination of words forming a part of a sentence and having a subject and predicate.

Clauses are of two classes,—*main* and *subordinate*.

DEFINITION: A main clause is the clause which contains the principal thought of the sentence.

DEFINITION: A subordinate clause is the one which depends for its complete meaning upon the main clause of the sentence.

EXAMPLE: I heard the noise when the tree fell.

EXPLANATION: “I heard the noise” is the main clause. It expresses the principal thought of the sentence. “When the tree fell” is the subordinate clause. It depends upon the clause “I heard the noise” for its complete meaning.

Subordinate clauses are connected with main clauses by certain conjunctions and adverbs, and by relative pronouns.

EXAMPLES: I shall go *if* he writes to me.

I shall go *when* he writes to me.

EXPLANATION : In the first sentence the conjunction "if" connects the subordinate clause "if he writes to me" with the main clause "I shall go." In the second sentence the adverb "when" is the connective.

Conjunctions which are used to connect subordinate clauses to main clauses are called *subordinate conjunctions*.

Conjunctions which connect main clauses, words, and phrases are called *coördinate conjunctions*. Adverbs which are used to connect subordinate clauses with main clauses are called *relative adverbs*.

The more important subordinate conjunctions are

because	though	that
unless	although	after
since	until	if
as	while	for

The more important coördinate conjunctions are

and	or	but	yet
also	still	however	moreover

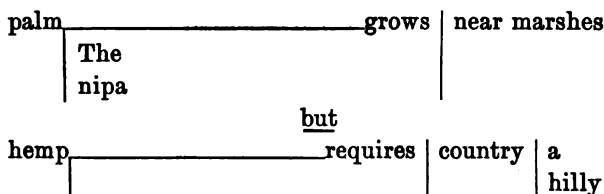
The more important relative adverbs are

where	when	whence
wherever	whether	how
why	whenever	

EXERCISE I

In the sentences on the following page pick out the main and the subordinate clauses; name the connectives and the class to which each belongs.

2. He knows his lesson because he studied it carefully.
3. I bought this house after you went away.
4. He left the house at once as he wished to see you.
5. The rain had ceased, yet the sky was covered with clouds.
6. The nipa palm grows near marshes, but hemp requires a hilly country.



For directions for diagram, see page 28.

Underscore connectives and join the subject and the predicate of a subordinate clause by a brace.

SECTION 23

THE INTERJECTION

DEFINITION: An interjection is a word used to indicate strong feeling.

EXAMPLE: Alas ! my friends have forgotten me.

EXPLANATION: The word "alas" expresses sorrow or regret, and is called an interjection.

An interjection has no grammatical connection with the other words in a sentence.

An interjection is usually followed by an exclamation point (see Section 21).

The following is a list of the more common interjections.

Ah !	Oh !	Bah !	Why !	What !
Alas !	Well !	Hurrah !	Hem !	Pshaw !
There !	Lo !	Indeed !	Pooh !	Bosh !
Dear me !	Oh, dear !	Hello !	Hey !	Bang !
Pop !	Fie !	Ha !	Eh !	Hist !
Tut !	Whew !	Ho !	Bravo !	Away !

EXERCISE

Read the following sentences and tell what kind of feeling the interjections indicate.

1. Oh, what a pity !
2. Alas ! I have done a great wrong.
3. Why ! did he do that ?
4. Hurrah ! we have won.
5. Indeed ! I have not heard it.
6. Tut ! that is foolish.
7. Bah ! I do not believe the story.
8. Oh, dear ! I have lost my purse.
9. Well ! this is very strange.

SECTION 24

TENSES OF THE VERB

DEFINITION : Tense denotes the time of an action or an event.

There are three main tenses, — *present*, *past*, and *future*. These tenses correspond to the three divisions of time, — present, past, and future.

DEFINITION: The present tense denotes action as taking place in present time.

	SINGULAR	PLURAL
EXAMPLE:	I walk	we walk
	you walk	you walk
	he walks	they walk

DEFINITION: The past tense denotes action which took place in past time.

	SINGULAR	PLURAL
EXAMPLE:	I walked	we walked
	you walked	you walked
	he walked	they walked

DEFINITION: The future tense denotes action which will take place in future time.

	SINGULAR	PLURAL
EXAMPLE:	I shall walk	we shall walk
	you will walk	you will walk
	he will walk	they will walk

In addition to the three main tenses there are three *perfect tenses*, — present perfect, past perfect, and future perfect.

DEFINITION: The present perfect tense denotes action as completed at the present time.

	SINGULAR	PLURAL
EXAMPLE:	I have walked	we have walked
	you have walked	you have walked
	he has walked	they have walked

DEFINITION: The past perfect tense denotes action completed before some past time.

SINGULAR	PLURAL
EXAMPLE: I had walked	we had walked
you had walked	you had walked
he had walked	they had walked

DEFINITION: The future perfect tense denotes action which will be completed before some future time.

SINGULAR	PLURAL
EXAMPLE: I shall have walked	we shall have walked
you will have walked	you will have walked
he will have walked	they will have walked

Only the present and past tenses denote time by the form of the verb itself; the future, present perfect, past perfect, and future perfect tenses require the help of certain other verbs called *auxiliary verbs*.

The simple auxiliaries are "be," "do," "have," and their forms, and "shall" and "will."

EXERCISE I

Name the tense of each verb in the following sentences.

1. I know my lesson.
2. I shall work to-morrow.
3. He watched the children.
4. Pilar made her dress.
5. Have you finished your letter?
6. I shall have come home when you arrive.
7. I had read this book before.
8. Panciano will spend his vacation in Baguío.
9. The time passed rapidly.

10. Simeón played the violin.
11. Will the teacher excuse you ?
12. The moon rose early.
13. I recite every day.
14. The bird flew into the schoolroom.
15. Josefina will sing for us.
16. Antonio swam across the river.
17. Carmen will have returned home before eight o'clock.
18. Have you danced this evening ?
19. I forget your name.
20. He had gone to church.
21. They went late in the evening.
22. He had come when you wrote me.
23. When did you see him ?
24. The sky became clear before the sun set.
25. Dalmacio will go to Manila next week.
26. A man-of-war has anchored in the bay.
27. I did not arrive a moment too soon.
28. Will you speak to him about this ?
29. He had not returned when I left the house.
30. I shall remember what you say.
31. She had hoped to see you.
32. Tall palms bordered the road.
33. Teodora will recite at the entertainment.

EXERCISE II

Write the six tenses of each of the following verbs.

talk	think	run	work	see
laugh	get	say	play	hear
expect	lose	believe	bring	carry

SECTION 25

REVIEW

1. What is a pronoun? Name the personal pronouns. Inflect the personal pronoun "he."
2. What is a direct object? an indirect object? How can a direct and an indirect object be distinguished?
3. What is the difference between a transitive and an intransitive verb? Name a verb that may be used both transitively and intransitively.
4. How are adjectives and adverbs compared?
5. How does a verb agree with its subject?
6. What is a preposition? Give a list of prepositions.
7. What is the use of a conjunction? What is a subordinate conjunction?
8. What is a clause? Name the two classes. Give an example of each.
9. What emotions may an interjection express?

Directions for parsing

- (1) A personal pronoun. Tell (a) its person, (b) its number, (c) its gender (if it be third person, singular), (d) its case, (e) its use in the sentence.
- (2) A preposition. Tell what words it shows relation between.
- (3) A conjunction. Tell (a) its class, (b) what it connects.

EXERCISE

1. He placed valuable letters and papers in the box.
"He" is a *personal pronoun, third person, singular number, masculine gender, nominative case, subject* of the verb "placed."

"In" is a *preposition*. It shows the relation between the verb "placed" and the noun "box."

"And" is a *coördinate conjunction*. It connects the nouns "letters" and "papers."

Parse the personal pronouns, prepositions, and conjunctions in the following sentences.

2. He and the stranger walked quietly into the room.
3. You and I will spend the day in the country.
4. I rode between the lawyer and his friend.

SECTION 26

RELATIVE PRONOUNS

DEFINITION: A relative pronoun is a word which refers to a noun or pronoun, and connects with it a clause.

DEFINITION: The antecedent of a relative pronoun is the word to which the pronoun refers.

EXAMPLE: This is the *man who* sold me the horse.

EXPLANATION: In this sentence "who" is a relative pronoun. The antecedent of "who" is the noun "man." "Who" refers to the word "man" and connects with it the clause "who sold me the horse."

The relative pronouns are "who," "which," "that," and "what." The relatives, like nouns, have gender, number, and case. "Who" refers to persons only; "which" and "what" to lower animals and things; "that" both to persons and things.

“What” is equivalent to “that which” or “the thing which.” It contains its own antecedent.

EXAMPLES :

I saw a woman *who* carried a basket.

This is the house $\left\{ \begin{array}{l} \textit{which} \\ \textit{that} \end{array} \right\}$ I bought.

I do not remember *what* $\left\{ \begin{array}{l} \textit{that which} \\ \textit{the thing which} \end{array} \right\}$ I saw.

This is the child *that* was crying.

A relative pronoun agrees with its antecedent in gender, number, and person; its case is determined by its use in the clause.

EXAMPLES : This is my brother *whom* you met yesterday.

These men, *who* know the way, will go.

Mary, *whose* money was lost, was crying.

EXPLANATION : The relative pronoun “whom” is masculine gender, singular number, to agree with its antecedent “brother.” It is in the objective case, object of the transitive verb “met.” The antecedent “brother” is in the nominative case.

“Who” and “which” are the only relatives that are inflected.

SINGULAR AND PLURAL

<i>Nominative</i>	<i>Possessive</i>	<i>Objective</i>
who	whose	whom
which	whose	which

EXERCISE I

Pick out the relative pronouns in the following sentences; name the antecedents and the clauses which are joined to them.

1. My cousin who lives in Manila is here.
2. I have returned the books which I borrowed.
3. I did not understand what you said.
4. The pupil who studies will learn.
5. The dog that he killed was mine.
6. My friend whom you saw has returned home.
7. The man whose house was burned is building a new one.
8. The soldier who was sick is dead.
9. I forgot the book which you gave me.
10. There is the horse that ran away.
11. Pastora whose letter you read writes well.
12. Where are the fish that you caught?
13. The man whom they arrested was innocent.
14. Where is the one who did this?
15. The house which he has just finished will be painted white.
16. He did not say what he would do.
17. The farmer whose house we passed is a rich man.
18. The knife that I gave you came from Hongkong.
19. It was he who wrote the letter.

EXERCISE II

In the following sentences substitute for dashes appropriate relative pronouns.

1. The woman —— was here was selling fish.
2. The mangoes —— you ate came from these trees.

3. The man — house you rent lives in Iloilo.
4. Here is the boy — you wish to see.
5. The one — hurts an animal is cruel.
6. The bicycle — I rode is Gregorio's.
7. I like a boy — I can trust.
8. I saw no one — I knew.
9. She has a friend — is a teacher.
10. It was he — called you.
11. The street was filled with people — seemed in a hurry.
12. He did not know — to say.
13. He wished to buy the pony — my father gave me.
14. It is you — they seek.
15. — he says is perhaps true.

EXERCISE III

State the number and person of each pronoun used in Exercise I.

EXERCISE IV

Study the model and diagram sentences 2, 3, 4, 5.

1. An island is a body of land which is entirely surrounded by water.

island	_____ is _____	body	a		{	which		entirely
	An		of land					

2. The school which we visited yesterday has three hundred pupils.
3. The teacher who spoke to us is the principal of the school.

4. The houses which stand along the river are made of nipa.

5. The Pacific, which lies between Asia and America, is the largest ocean.

SECTION 27

COMPOUND PERSONAL AND RELATIVE PRONOUNS

DEFINITION: Compound personal pronouns are those formed by adding *self* or *selves* to the personal pronouns.

COMPOUND PERSONAL PRONOUNS

	SINGULAR	PLURAL
<i>First person</i>	myself	ourselves
<i>Second person</i>	yourself	yourselves
<i>Third person</i>	$\left\{ \begin{array}{l} \text{himself} \\ \text{herself} \\ \text{itself} \end{array} \right.$	themselves

These pronouns are used for emphasis, and as reflexives.

EXAMPLES: I, *myself*, saw him.

I hurt *myself*.

EXPLANATION: In the first sentence the word "myself" merely makes the personal pronoun "I" more emphatic. In the second sentence the word "myself" represents the subject "I" as acting upon itself, and is the direct object of the verb "hurt."

COMPOUND PERSONAL AND RELATIVE PRONOUNS 73

DEFINITION: Compound relative pronouns are those formed by adding *ever* and *soever* to the relative pronouns "who," "which," and "what."

COMPOUND RELATIVE PRONOUNS

SINGULAR AND PLURAL

whoever	whichever	whichsoever
whosever	whosoever	whatsoever
whomever	whatever	

These pronouns are commonly used without an antecedent and refer to no special person or thing. "Whichever" and "whatever" are sometimes used as adjectives.

EXAMPLES: Take *whichever* book you prefer.

Whoever did this will regret it.

EXPLANATION: In the first sentence "whichever" is used as an adjective limiting "book." In the second sentence "whoever" refers to no special person or thing and is the subject of the verb "did."

EXERCISE I

In the following sentences point out the compound relative and the compound personal pronouns and state their uses.

1. Ask *whomever* you meet.
2. You do yourself an injustice.
3. We ourselves have been there.
4. *Whatever* happens, we shall be cheerful.

5. Whoever may have said this spoke ha:
6. I myself have made the same mistake
7. I shall be satisfied with whatever you
8. They have themselves to blame.
9. Whoever painted that picture did it
10. He regards himself highly.
11. The house itself is old and damp.
12. She gave herself unnecessary trouble
13. You yourselves must undo the wrong
14. We found ourselves in a thick wood
15. He felt himself growing weaker.
16. Whosoever will, let him come.
17. Whatever he does is always right
18. The church itself was very interesting
19. We questioned whomever we saw
20. He called himself the Prince of
21. Whichever room you choose shall
22. I have deceived myself in this
23. They themselves were unwilling
24. Whoever did that was a man of
25. The storm spent itself in a few

EXERCISE II

Fill the blanks with the correct
personal pronouns.

1. I — am a Filipino.
2. He injured — by overwork
3. We call — a free people.
4. She — could not deny the
5. They defeated — by their
6. The story — is untrue.
7. You — must go with me

8. I protected — with a heavy stick.
9. You have shown — an honest man.
10. He — was an excellent musician.

SECTION 28

ADJECTIVE PRONOUNS

Certain words are used as pronouns or as adjectives limiting nouns.

They are called adjective pronouns and are of two classes, — *indefinite* and *distributive*.

The indefinite pronouns are those which represent no particular person or thing.

EXAMPLES: (as a pronoun): *All* must obey the law.

(as an adjective): *All* men are equal before the law.

EXPLANATION: In the first sentence “all” refers to no definite person or thing. It is the subject of the verb “must obey.” In the second sentence “all” is an adjective limiting the noun “men.”

The more important indefinite pronouns are “all,” “another (an other),” “any,” “both,” “few,” “many,” “none (no one),” “other,” “one,” “several,” “some.”

The distributive pronouns (“each,” “either,” “neither”) represent persons or things considered individually.

EXAMPLES: (as a pronoun): *Each* of you heard this.
(as an adjective): *Each* sentence is wrong.

EXPLANATION: In the first sentence "each" refers to the individuals composing the audience spoken to, and is the subject of the verb "heard." In the second sentence "each" specifies the sentences one by one. It is an adjective limiting the noun "sentence."

The distributive pronouns have the singular number only.

EXERCISE I

Pick out the adjective pronouns in the following sentences. State whether they are used as adjectives or pronouns, and give reasons.

1. None spoke a good word for him.
2. Many Filipino students went to America.
3. Several could speak excellent English.
4. All of the pupils were dismissed at five o'clock.
5. Others repeated the story.
6. Each carried his books home to study at night.
7. Neither of them was frightened.
8. Some corn is raised in Luzón.
9. A few remained ; some returned home.
10. Both boys did wrong.
11. Either word is correct.
12. Several men were working in the field.
13. Many are called, but few are chosen.
14. Any child could understand him.

EXERCISE II

Substitute for the dashes appropriate adjective pronouns.

1. — people prefer a warm climate.
2. — prisoners escaped from the jail.
3. After Magellan's death — took command.
4. The two boys quarreled and — became angry.
5. The — that returned said that the others were sick.
6. — of Magellan's soldiers were killed.
7. Legaspi lived in Mexico for — years.
8. — could hear his cries for help.
9. — of the two problems is difficult.
10. He was a good friend to —.

SECTION 29

VOICE

DEFINITION: Voice is that form of the verb which denotes whether the subject acts or is acted upon.

There are two voices, — *active* and *passive*.

INDICATIVE MOOD

PRESENT TENSE

	<i>Active Voice</i>	<i>Passive Voice</i>
SINGULAR	<i>First person</i> I see	I am seen
	<i>Second person</i> you see	you are seen
	<i>Third person</i> he sees	he is seen
PLURAL	<i>First person</i> we see	we are seen
	<i>Second person</i> you see	you are seen
	<i>Third person</i> they see	they are seen

PAST TENSE

I saw

I was seen

FUTURE TENSE

I shall see

I shall be seen

PRESENT PERFECT TENSE

I have seen

I have been seen

PAST PERFECT TENSE

I had seen

I had been seen

FUTURE PERFECT TENSE

I shall have seen

I shall have been seen

EXERCISE I

In the following sentences state the voice and tense of each verb and point out the auxiliaries (see Section 24).

1. I mailed your letter.
2. The people were called Visayans.
3. He will have received your message.
4. They will study English.
5. The flag has been raised.
6. Our house will be painted.
7. The work had been finished.
8. The town has been named Polo.
9. Meat is sold in the market.
10. Pepito spelled the word.
11. There are many islands south of Luzón.
12. The earth trembled and shook.
13. This fine cloth was made in Panay.

14. The rice crop needed rain.
15. The town had been deserted by the people.
16. Young hemp plants grow rapidly.
17. Coral islands have been formed by little animals.
18. The sap of the sugar cane is boiled a long time.
19. Manila has been called the Pearl of the Orient.
20. Next spring we shall visit our friends in Cebú.
21. We traveled more than a thousand miles.

EXERCISE II

Write the present, past, and future tenses, indicative mood, of the following verbs.

change	show	catch	find
use	raise	pull	plant
choose	destroy	know	pay

NOTE : Send the pupils to the blackboard and have them write in full the various tenses, indicative mood, active and passive voice, of the verb "see."

SECTION 30

ACTIVE AND PASSIVE VOICE

DEFINITION : The active voice is that form of the verb which represents the subject as acting.

DEFINITION : The passive voice is that form of the verb which represents the subject as being acted upon.

EXAMPLES : Active voice : The *tailor makes* the coat.

Passive voice : The *coat is made* by the tailor.

EXPLANATION: In the first sentence the subject "tailor" is represented as acting; that is, as making the coat. In the second sentence the subject "coat" is represented as being acted upon; that is, as being made.

When a sentence is changed from the active to the passive voice, the subject of the verb in the active voice becomes the *agent*; the object of the verb becomes the subject.

An intransitive verb has no passive voice.

EXERCISE I

Rewrite the following sentences, changing the verbs in the active voice to the passive, and those in the passive to the active.

1. Ana laid the books on the table.
2. These mountains have been crossed by travelers.
3. We told the story to our friends.
4. The glass was broken by the servant.
5. The carpenter builds houses.
6. I was pleased with the music.
7. Carmen welcomed the visitors.
8. My friend will have heard the news.
9. Ramón will dig a well.
10. The boy struck the dog.
11. I visit Zamboanga every year.
12. Hawks catch chickens.
13. The captain commands the company.
14. The money has been stolen by a thief.
15. America was discovered by Columbus.

16. The workmen cut down many fine trees.
17. My brother painted this picture.
18. The church was struck by lightning.
19. By whom was this novel written?
20. The servant broke the large mirror.
21. This house is owned by a rich man.
22. A heavy wind blew down the banana plants.

EXERCISE II

1. The rice which grew in the fields has been sold.

rice _____ has been sold

The	
{ <u>which</u>	
{ grew in fields the	

“Which” is a *relative pronoun, third person, singular number, neuter gender* (to agree with its *antecedent* “rice”), *nominative case, subject* of the verb “grew”; it connects the subordinate clause “which grew in the field” with the main clause “the rice has been sold.”

Diagram sentences 2 and 3.

2. The pupil who studies his lesson faithfully will be promoted.

3. The vase that stands on the table was bought in Japan.

Directions for parsing a Relative Pronoun

Tell (a) person, (b) number, (c) gender, (d) antecedent, (e) case, (f) use in the sentence.

SECTION 31

MOOD

DEFINITION : Mood is the form of the verb that shows the manner in which the action or state is expressed.

There are four moods, — *indicative, imperative, subjunctive, and infinitive.*

DEFINITION : The indicative mood is that form or use of a verb by which it states a fact or asks a direct question.

EXAMPLES : I have two pencils.

Have you a knife ?

DEFINITION : The imperative mood is that form or use of a verb by which it expresses a command or entreaty.

The imperative mood has only one tense, — the *present* ; and one person, — the *second*.

EXAMPLES : Give me the chalk.

Send the boys to me.

DEFINITION : The subjunctive mood is that form or use of a verb by which it expresses a thing not as a fact but merely as thought of or conceived.

The subjunctive mood is not often used in modern English, except in sentences where some form of the verb "to be" occurs. The conjunction "if" usually introduces the sentence in which the subjunctive occurs.

EXAMPLE : If this *be* true, I am disappointed in my friend.

EXPLANATION : In this sentence the verb “be” does not make a statement of fact, but merely expresses something that may or may not be true.

DEFINITION : The infinitive mood expresses action or state in the simplest way without the limitations of person and number.

EXAMPLES : I wish to go.
I am sorry to hear it.

EXPLANATION : The verbs “go” and “hear” are in the infinitive mood. They are the simplest forms of the verbs. The preposition “to” sometimes precedes the infinitive, as in the examples, and is called the *sign* of the infinitive. The sign is often omitted.

The subject of a verb in the infinitive mood is not usually expressed; if expressed, it must be in the objective case.

EXERCISE

Point out the verbs in the following sentences and name their moods.

1. The girls laughed heartily.
2. Pardon my carelessness.
3. Are you ready to recite?
4. The earthquake destroyed the house.
5. We shall sail in a large boat.
6. I told him to buy it.
7. Take care of the children.
8. My cousin speaks English.

9. If he be honest, he must prove it.
10. The clouds move across the sky.
11. I hope to see you.
12. If he be a man of courage, he will not fail.
13. I asked her to come.
14. Waken me at six o'clock.
15. I shall let you know.
16. If I were you, I should go.
17. Forget what I have said.
18. Manila was rebuilt after the earthquake.
19. The enemy captured two war ships.
20. The royal galleons carried mail to Mexico.
21. Remember to bring the books with you.
22. Much remains to be done.
23. I believe him to have been an honest man.

NOTE : Pupils should refer to the conjugation of the verb given on page 135.

SECTION 32

PARSING AND ANALYSIS

DEFINITION: To parse a word is to tell what part of speech it is, to give its inflections, and to state its use in the sentence.

EXAMPLE: The brave boy who fell into the river swam rapidly to the shore.

This is a *declarative sentence*.

"The" is a *definite article modifying* the noun "boy."

"Brave" is a *descriptive adjective, positive degree*, and *modifies* the noun "boy."

"Boy" is a *common noun, masculine gender, third person, singular number, nominative case, subject* of the verb "swam."

"Who" is a *relative pronoun, third person, singular number, masculine gender* (to agree with its antecedent "boy"), *nominative case, subject* of the verb "fell"; *connects* the subordinate clause "who fell into the river" with the word "boy."

"Fell" is an *intransitive verb, irregular* (*principal parts, fall, fell, fallen*), *active voice, indicative mood, past tense, agrees with its subject "who" in number and person.*

"Into" is a *preposition*. It shows the relation between the noun "river" and the verb "fell."

"The" is a *definite article modifying* the noun "river."

"River" is a *common noun, neuter gender, third person, singular number, objective case, object* of the preposition "into."

"Swam" is an *intransitive verb, irregular* (*principal parts, swim, swam, swum*), *active voice, indicative mood, past tense, agrees with its subject "boy" in number and person.*

"Rapidly" is an *adverb of manner, positive degree, modifying* the verb "swam."

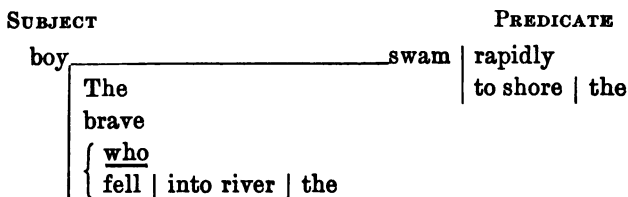
"To" is a *preposition*. It shows the relation between the noun "shore" and the verb "swam."

"The" is a *definite article modifying* "shore."

"Shore" is a *common noun, neuter gender, third person, singular number, objective case, object of the preposition "to."*

ANALYSIS

EXAMPLE: The brave boy who fell into the river swam rapidly to the shore.



This is a *declarative sentence*.

The simple subject is the noun "boy."

The simple predicate is the verb "swam."

The modifiers of the subject are "the," "brave," and the clause "who fell into the river."

The modifiers of the predicate are "rapidly" and the phrase "to the shore."

The complete subject is "The brave boy who fell into the river."

The complete predicate is "swam rapidly to the shore."

EXERCISE

Parse the nouns and verbs in the following sentences. Diagram and analyze each sentence.

1. The flowers which grow in the garden are very pretty.
2. The letter that came to-day was written by my cousin.

3. Pedro, who sits in this seat, studies diligently.
4. A small colony of Europeans had already settled in the Philippine Islands.
5. The news of the great battle traveled rapidly.
6. The king, who was a young boy, did not consider the happiness of his people.

Directions for parsing a Verb

Tell (1) class (transitive or intransitive), (2) regular or irregular, (3) principal parts, (4) tense, (5) mood, (6) subject (person and number).

SECTION 33

COPULA VERBS

DEFINITION: A copula is a verb which joins the subject with a word that completes the meaning of the sentence.

EXAMPLE: The man *is* old.

EXPLANATION: In this sentence "is" is a copula. It connects the substantive "man" with the adjective "old." The idea expressed by the word "old" completes the meaning of the sentence.

The word "copula" means that which joins or connects.

Some form of the verb "to be" ("is," "am," "are," "was," "were," "been") is the most common copula, but a few other verbs are often used in this sense. The following are sometimes called

copulative verbs: feel, appear, smell, seem, taste, become, sound, look.

EXERCISE

In these sentences name the copulas and tell what they connect.

1. This man is a foreigner.
2. You look tired.
3. I am a member of this class.
4. He has been sick.
5. She seemed happy.
6. He became angry.
7. We shall be tardy.
8. These flowers smell sweet.
9. The bell sounds loud.
10. I feel ill.
11. They are children.
12. He is sleepy.
13. She appeared discontented.
14. You are taller than I.
15. Gracia will be very glad.
16. Such talk has become tiresome.
17. They feel indignant because of this.
18. She seemed much pleased at the news.
19. The thunder sounded threatening.
20. The people appear prosperous and happy.
21. The water of the cocoanut tastes sweet.
22. We are pupils of that school.
23. It became warm before nine o'clock.
24. They looked sad and discouraged.
25. Old-fashioned pinks smell very sweet.
26. Juan looks younger than you.

EXERCISE II

Substitute for each dash as many different copulas as the sense of the sentence permits.

1. The man — an American.
2. This — a fertile country.
3. The orange — sour.
4. It — warm.
5. He — a merchant.
6. You — mistaken.
7. A mosquito — an insect.
8. Legaspi — a brave man.
9. The rose — sweet.
10. I — well.
11. He — dissatisfied.
12. They — my neighbors in Rizal.
13. The yard — full of roses.
14. The mango — sweet.
15. He — — a rich man.

SECTION 34

DEMONSTRATIVE PRONOUNS

DEFINITION: A demonstrative pronoun is a word which points out a person or thing without naming it.

EXAMPLES: *This* is my house.
That is your desk.

EXPLANATION: "This" is a demonstrative pronoun and points out an object which is named by the word "house."

The demonstrative pronouns are two in number : singular, "this" and "that"; plural, "these" and "those." They have inflection of number only.

"This" and "these" point out objects near at hand; "that" and "those" point out objects more remote.

The demonstrative pronouns may be used as adjectives. In this use they point out for particular notice the nouns they modify.

EXAMPLES: *This* town has two churches.

That mango is ripe.

EXPLANATION: In these sentences the words "this" and "that" call special attention to a certain town and a certain mango.

EXERCISE I

In these sentences observe the use of "this" and "that," "these" and "those," and tell whether they are employed as pronouns or adjectives.

1. These women make piña cloth.
2. This is a hemp field.
3. Those fish are alive.
4. I gathered these shells.
5. That island is Romblón.
6. These pearls were found near Leyte.
7. That is a cocoanut tree.
8. Who owns those cascos?
9. Magellan was killed on this island.
10. This is the China Sea.

11. These are the straits of San Bernardino.
12. That is a beautiful valley.
13. This coast has good harbors.
14. This was untrue and unjust.
15. These forts were built by the Spanish.
16. Those are my aunt's children.
17. That is the highest mountain peak of Panay.
18. Large ships cannot enter that bay.
19. The location of this town is poor.
20. The sap of these palm trees is made into wine.
21. The bite of this insect is painful.

EXERCISE II

Substitute the proper forms of "this" and "that" for the dashes, and state whether it is the adjective or pronoun use of the word.

1. — is a brick kiln.
2. — cacao was sent from Mindanao.
3. — lieutenant is a brave man.
4. Do you see — soldiers?
5. — men are prisoners.
6. — are the guns of the Constabulary.
7. — tall mountain is in Pampanga.
8. — men are Igorrotes.
9. The harbor of — town is deep.
10. — is the harbor of Olongapo.
11. Large snakes live in — rivers.
12. — man dives for pearls.
13. Window panes are made from — shells.
14. In — island are coal mines.
15. — are the facts he told me.

16. The governor lives in — house.
17. — rivers are full of fish.
18. Are — the boys who came from Manila?
19. — four provinces border Laguna de Bay.
20. Old Manila lies on — side of the Pasig.

SECTION 35

INTERROGATIVE PRONOUNS

DEFINITION: When the pronouns “who,” “which,” and “what” are used in asking questions they are called interrogative pronouns.

EXAMPLES: *Who* is your companion?
Which of these boys is your brother?
What is the price of this hat?

The interrogative pronouns are identical in form and inflection with the corresponding relative pronouns, and the possessive and objective cases are also used in asking questions.

EXAMPLES: This is my book.
Whose is that?
I invited Juan.
Whom did you invite?

“Whose,” “which,” and “what” are often used as interrogative adjectives.

EXAMPLES: *Whose* slate is this?
In *which* house do you live?
What books do you study?
What city do you like best?

Certain adverbs that are used in asking questions are called interrogative adverbs when so employed. These are "how," "why," "whence," "whither," "when," "where."

EXAMPLE: *Where* do you live?

EXPLANATION: In this sentence "where" is used in asking the question, but it also retains its adverbial force and modifies the verb "live."

EXERCISE I

In the following sentences observe the use of the interrogative words and state in each case whether they are employed as interrogative pronouns, adjectives, or adverbs.

1. Which is the largest island of the Philippines?
2. What did he tell you?
3. Where did you see him?
4. Which horse did you buy?
5. In what provinces does coffee grow?
6. Whom did you meet?
7. In whose house was he?
8. What is an alligator?
9. To what school do you go?
10. How did you break your slate?
11. Who spoke to you?
12. From what tree is perfume made?
13. Why did Diego go home?
14. Whence came the noise?
15. What did he tell you?

16. When did Spain cease to rule Mexico?
17. Which school do you attend?
18. In what did he fail?
19. How is the sap taken from the nipa palm?
20. Which is the more important?

EXERCISE II

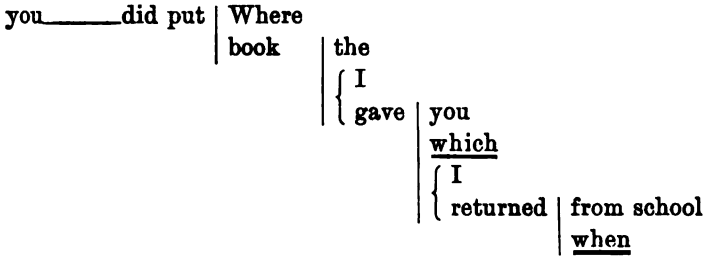
Fill the blanks with appropriate interrogative words.

1. — is a volcano?
2. In — province is there a great volcano?
3. — have you done?
4. — ring did you find?
5. — said so?
6. — did Alejandra come?
7. — did he see?
8. — is the president of this town?
9. — seat do you prefer?
10. — town is five thousand feet above sea level?
11. — did you visit?
12. — were you last night?
13. — did you break your slate?
14. — road is the better?
15. At — time do you recite geography?
16. — shall I meet you?
17. Of — family is he a member?
18. — brought these flowers?
19. — vegetables have you in your garden?
20. In — way did he hurt himself?
21. — will the band play in the plaza?

EXERCISE III

Study model, diagram sentences 2, 3, 4, and 5, and parse the verbs.

1. Where did you put the book which I gave you when I returned from school?



2. How do they make the baskets which are sold in the market?

3. What did you say to the boy to whom you spoke on the street?

4. Who painted the picture which hangs on the east wall of the schoolroom?

5. Why did your friend not come in her new carriage?

SECTION 36

REVIEW

1. What is a relative pronoun? State the difference in the use of "who," "which," and "what." Inflect the relative "who."

2. Name two special classes of pronouns. How are they formed? How are they used?

3. Name the voices of the verb. Give a sentence illustrating each. What class of verbs has no passive voice? Why?
4. What are the four moods? Which is most common?
5. What is a copula? What is the meaning of the word "copula"? Name five copulative verbs.
6. What are the two demonstrative pronouns? What is the difference in their use?
7. Name the interrogative pronouns. How are they used? What is an interrogative adverb?

EXERCISE I

The locusts, which come in large swarms, are easily frightened away by a noise.

locusts	_____	are frightened	easily
	The		away
	{ <u>which</u>		by noise a
	{ come in swarms large		

ORAL ANALYSIS

This is a *declarative sentence*.

The *simple subject* is the noun "locusts"; it names the thing about which something is said.

The *simple predicate* is the verb "are frightened"; it tells something about the subject.

The *modifiers* of the subject "locusts" are "the" and the clause "which come in large swarms."

The *modifiers* of the predicate "are frightened" are "easily," "away," and the phrase "by a noise."

The *complete subject* is "the locusts which come in large swarms."

The *complete predicate* is "are easily frightened away by a noise."

ADJECTIVES : ATTRIBUTIVE AND PREDICATE 97

EXERCISE II

Diagram sentences 1, 2, 3, and 4. Observe the model and write out the analysis.

1. The people who live on the island of Panay grind corn for their horses.

2. The areca nut grows on a tall, graceful tree which resembles the cocoanut palm.

3. The Spanish galleons which formerly sailed from Manila to Mexico were short, wide ships.

4. Li-ma-hong, who was a famous pirate, once deserted his soldiers in the island of Luzón.

SECTION 37

ADJECTIVES : ATTRIBUTIVE AND PREDICATE

DEFINITION : An attributive adjective is an adjective joined directly to the noun which it modifies.

EXAMPLE : The *white* horse belongs to Panciano.

DEFINITION : A predicate adjective is an adjective in the predicate modifying a noun or pronoun in the subject.

EXAMPLE : The weather is *fine*.

EXPLANATION : The adjective "white" is joined directly to the noun "horse," which it modifies. The adjective "fine" is in the predicate, but it modifies the noun "weather" in the subject.

The predicate adjective is used only after copulative verbs (see Section 33), and it may be said to complete the sense of such verbs.

The division of adjectives into the two classes attributive and predicate is on the basis of their position with respect to the noun they modify.

EXERCISE I

In the following sentences point out the attributive and predicate adjectives and tell what they modify.

1. This is a steep mountain.
2. This mountain is steep.
3. Perfecto was silent.
4. He seemed very sad.
5. Carabaos are strong animals.
6. The carabao is very strong.
7. You do not look well.
8. That sounds boastful.
9. There are hot springs at Los Baños.
10. The springs at Los Baños are hot.
11. Some islands are volcanic.
12. Bohol is a volcanic island.
13. Iloilo is a large city.
14. The city of Iloilo is large.
15. Teodora is a pretty little girl.
16. Large deer live in the forests of Siberia.
17. The Himalaya Mountains are very high.
18. The rivers of China are wide and deep.
19. We live in the torrid zone.
20. Long ranges of mountains border the low coast.
21. This island is nearest the continent.
22. The wet soil is easy to plow.
23. The rainy months are somewhat disagreeable.
24. The Negritos are small, dark people.

25. Havana is the largest city of Cuba.
26. Here are broad fertile valleys.
27. The temples of Japan are old and very beautiful.
28. Singapore is not so large as Manila.
29. South Africa has rich gold and diamond mines.
30. The neck of the giraffe is long and slender.

EXERCISE II

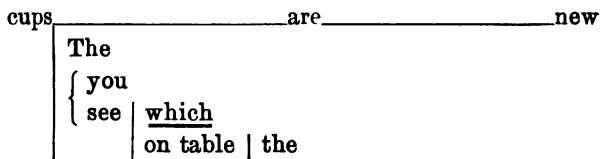
Use each of these adjectives as a predicate adjective, and as an attributive modifier of a substantive.

high	fertile	deep	cool	tired
interesting	sharp	rainy	difficult	sad
narrow	long	public	kind	young
clear	muddy	sandy	damp	savage
wild	fierce	dull	odd	precious
heavy	useful	private	merry	mountainous

EXERCISE III

Study the model and diagram sentences 2, 3, 4, and 5. Parse the pronouns and adjectives.

1. The cups which you see on the table are new.



2. The lofty mountains which we crossed are very steep.
3. The boy who laughed at the old man was very rude.

4. The rubber trees which grow in Mindanao yield a white, sticky juice.

5. Fine coffee and cotton are raised on the hilly lands of Brazil.

SECTION 38

REGULAR AND IRREGULAR VERBS

DEFINITION: Regular verbs are those which form the past tense and the past participle by adding *d* or *ed* to the first person, present indicative.

DEFINITION: Irregular verbs are those which do not form the past tense and past participle by adding *d* or *ed* to the first person, present indicative.

The past tense and the past participle of irregular verbs are generally formed from the present tense by a change of vowel.

	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
EXAMPLES: <i>Regular</i>	live	lived	lived
	talk	talked	talked
<i>Irregular</i>	give	gave	given
	sing	sang	sung

The *present tense*, the *past tense*, and the *past participle* are called the *principal parts* of a verb.

EXERCISE I

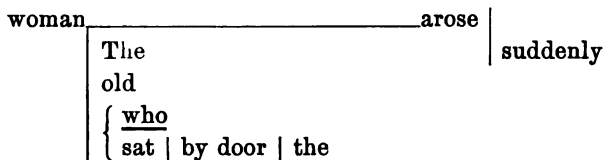
In the following sentences change each present tense to the past; each past tense to the present. Name each verb as regular or irregular.

1. They crowned the king.
2. The Visayans catch turtles.
3. They export the shells.
4. Marta fed the chickens.
5. The wind blew down the tall tree.
6. The boy began his work.
7. The guests assembled in the morning.
8. The man swam the river.
9. Alfreda lost her handkerchief.
10. The Moros have long boats.
11. Plants grow fast when it rains.
12. The Spaniards brought the cacao plant from Mexico.
13. Isidor's mother sends him to school.
14. England owns a part of India.
15. The children ate the bananas.
16. Josefa chooses the blue dress.
17. England rules many islands of the Pacific.
18. Mariano laid his hat on the grass.
19. His hat lay there all night.
20. Pastora led the baby into the house.
21. A crowd of people filled the street.
22. Every evening we drive on the beach.
23. The enemy fled in terror.
24. The women ground corn between two stones.
25. I arise at five o'clock.
26. Geneveva sweeps the floor with a small broom.
27. Prepositions govern nouns and pronouns.
28. The Dutch won a great victory.
29. I wind the clock once a week.
30. The boys threw the cocoanuts to the ground.
31. The monkeys ran away with the bananas.
32. I gave my handkerchief to Alfreda.
33. I see dark clouds in the sky.

EXERCISE II

Study the model and diagram sentences 2, 3, 4, and 5. Parse the nouns, prepositions, and adverbs.

1. The old woman who sat by the door suddenly arose.



2. The little children who were in the yard laughed merrily.

3. The large boats which you see near the shore sail very fast.

4. Yesterday when I was in the market I unexpectedly met my friend from Manila.

5. The Japanese women who work in the fields pick tea very rapidly.

NOTE : The pupils should refer to the list of irregular verbs (pp. 139-144) in preparing Exercise I.

SECTION 39

PARTICIPLES

DEFINITION : A participle is a form of the verb that partakes of the nature of an adjective.

There are two participles, — *present* and *past*.

The present participle denotes unfinished action.

EXAMPLES : He walked away *laughing*.

The wind is *blowing*.

EXPLANATION: In the first sentence "laughing" is a present participle, expresses an action of the subject "he," and also describes "he" like an adjective.

The most common use of this participle is seen in the progressive form of the verb, as in the second sentence, where it still retains some of its adjective sense.

The past participle denotes finished action.

EXAMPLE: Flowers *planted* in rich soil grow rapidly.

EXPLANATION: In this sentence "planted" is a past participle, describes the noun "flowers" like an adjective, but retains the idea of action expressed by the verb "plant," from which it is derived.

The present participle always ends in *ing*.

Participles of transitive verbs may take objects.

The past participle is a very important part of the verb. It is used in forming the present perfect, past perfect, and future perfect tenses of the active voice of the verb and the six tenses of the passive voice.

EXERCISE I

Name the time of the participles in the following sentences and tell their use.

1. The children, coming home from school, laugh and talk.
2. The men are building a bridge of bamboo over the river.
3. Standing in the door was an old woman.
4. The women were weaving cloth on looms.
5. The boy, thrown from his horse, lay quiet on the ground.
6. The man was making ropes of hemp.

7. The old man died forsaken by his friends.
8. The waves are dashing on the shore.
9. They found the money hidden under a stone.
10. Legaspi, sailing into the harbor of Cebú, went on shore.
11. The man entering the room wishes to speak to you.
12. The prisoners departed rejoicing in their freedom.
13. The poor man, overcome by his loss, stood speechless.
14. Frightened by the noise, the children ran down the street.
15. The sun was going down behind the mountains.
16. Coming home we met a party of travelers.
17. He was delayed by an unfortunate accident.
18. He lay on the grass watching the ships in the bay.
19. We saw a herd of carabaos grazing in the field.
20. The soldier, just returning from war, was telling a story.
21. Our work is almost finished.
22. We were followed by a crowd of beggars.
23. We had just entered the harbor when the storm arose.
24. The dog, forgotten by his master, was left in the house.
25. We watched the clouds as they were gathering in the sky.
26. Rolling and tossing on the waves, the little boat finally reached the shore.
27. Seeing no one in the yard, Alfreda entered the house.

EXERCISE II

After studying this model, diagram sentences 1, 3, 5, 7, and 9 in preceding exercise.

Legaspi	_____			went
	sailing	into harbor	the	
			of Cebú	on shore

SECTION 40

AUXILIARY VERBS

DEFINITION : Certain verbs when used to aid in the conjugation of other verbs are called auxiliaries.

The word "auxiliary" means *helping*.

The following are the more important forms of the simple auxiliary verbs: "is," "are," "was," "were," "been"; "shall," "will"; "have," "has," "had"; "do," "does," "did."

These verbs are joined to the participles and infinitives of verbs to form voice and tense.

EXAMPLES : He *has* gone.

You *were* struck.

EXPLANATION : In the first sentence "has" is used as an auxiliary to form the present perfect tense of the verb "go." In the second sentence "were" is used to form the past tense, passive voice, of the verb "strike."

The verbs "be," "have," "do," and their forms have their own independent meaning, and their employment as auxiliaries is a secondary use.

EXAMPLES : The clouds *are* heavy.

He *does* the work well.

I *have* three pencils.

EXPLANATION : In the first sentence "are" is a copula and has no auxiliary force. In the second sentence

“does” is a simple transitive verb, almost equivalent in meaning to the verb “perform.” In the third sentence “have” has its primary use as a transitive verb and is almost equivalent in meaning to the verb “possess.”

The following are called modal auxiliaries: “may,” “can,” “must,” “might,” “could,” “would,” and “should.”

They are joined to the infinitive to express possibility, ability, necessity, permission, obligation, and willingness.

EXAMPLES: I may go (possibility).
 You may go (permission).
 I can go (ability).
 I must go (necessity).
 You should go (obligation).
 I would go (willingness).

EXERCISE I

In the following sentences point out the simple auxiliaries; the modal auxiliaries.

1. Marcelo may return to-morrow.
2. She has read this story.
3. I must go to Manila next week.
4. A monument was erected in honor of Anda.
5. Socorro can sing very well.
6. You should study your lesson.
7. You may have these oranges.
8. Concepción had returned already.

9. When will you return?
10. The men had caught a large turtle.
11. The guests may come at any moment.
12. We shall not see you again before we leave.
13. Pearl buttons are made from these shells.
14. You cannot cross the river now.
15. We have been in the house all day.
16. We have enjoyed our visit very much.
17. Roque will go with you.
18. The children must stay at home to-day.
19. I may visit Japan next summer.

EXERCISE II

Substitute auxiliary verbs for the dashes.

1. The rice — eaten by the locusts.
2. You — read my letter.
3. Sugar — obtained from sugar cane.
4. I — not seen her.
5. I — see you from my window.
6. Carmen — sew very neatly.
7. I — ask him to-morrow.
8. You — return early.
9. The mirror — broken by the fall.
10. You — be more careful.
11. Antonio — traveled in Europe.
12. You — do as you wish.
13. You — bring your slate and pencil.
14. We — have an examination to-morrow.
15. He — not forget his promise.
16. This picture — painted by Hidalgo.
17. I — like to see her.
18. They — enjoy the journey.

SECTION 41

SENTENCES: SIMPLE AND COMPOUND

Upon the basis of their structure sentences are divided into three classes,—*simple*, *compound*, and *complex*.

DEFINITION: A simple sentence is a sentence which
(1) makes a single statement, (2) asks a single question, or
(3) gives a single command.

EXAMPLES: Locusts are destructive insects.

What will you do?

Erase the words.

EXPLANATION: Each of these sentences is a simple sentence. Each may be expanded by introducing other words or phrases as modifiers of the subject or predicate. Two words even may be used as the subject and as the predicate, as, "The boys and girls danced and sang"; but so long as the sentence makes a single statement, question, or command it is a simple sentence.

DEFINITION: A compound sentence is one which consists of two or more main clauses.

The simplest form of the compound sentence is seen in a combination of two simple sentences connected by a coördinate conjunction.

EXAMPLE: The bell rang and the pupils came into the room.

EXPLANATION: The statements "the bell rang" and "the pupils came into the room" are main clauses. By means of the coördinate conjunction "and" they are connected, thus forming a compound sentence.

EXERCISE I

Name the simple and the compound sentences in the following.

1. Many dialects are spoken in the Philippine Islands.
2. Antonio goes to school, but Perfecto works with his father.
3. In the year 1645 Manila suffered from an earthquake.
4. Part of the city was destroyed and many people were killed.
5. Sámar is the largest of the Visayan Islands, but it has the smallest population.
6. Marta and Pastora are cousins.
7. My aunt will come this evening.
8. The rain fell and the wind blew.
9. The bamboo was cut and the house was built.
10. The men fish and the women make baskets.
11. The women pick the tea and the men spread it out to dry.
12. The country of Korea is close to Japan.
13. Seoul is the capital of Korea.
14. Many Chinese live in boats, and the children seldom go on shore.
15. The Filipino people are the descendants of Malay settlers.
16. Rice is planted in the wet season, but it is cut in the dry season.

17. The Philippines are in the torrid zone, but the United States is in the temperate zone.

18. Boats load and unload along the Pasig River.

19. Wheat grows in cold countries and rice grows in warm countries.

20. Canada belongs to England, but it has many French settlers.

21. The city of Mexico is eight thousand feet above sea level.

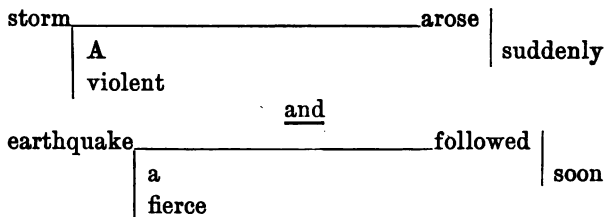
22. Mexico has a republican form of government, but the president has great powers.

23. Spices and fruits are raised in Mindanao.

EXERCISE II

Study the model and diagram sentences 2, 3, 4, and 5.

1. A violent storm suddenly arose and soon a fierce earthquake followed.



2. The old man spoke politely, but the rude boy did not answer.

3. Customers soon came and the little business grew rapidly.

4. The soil of Panay is very fertile and much sugar is produced there.

5. Sugar cane needs much rain, but it does not grow well in wet soil.

SECTION 42

SENTENCES: COMPLEX

DEFINITION: A complex sentence is one which consists of at least two clauses, one of which is subordinate.

EXAMPLE: The boat which you see is called a prao.

EXPLANATION: This sentence consists of two clauses: (1) "The boat is called a prao" and (2) "which you see." The first clause is a main or independent clause and makes complete sense by itself. The second clause is subordinate, and, though it contains a subject and predicate, is dependent upon the main clause, whose subject it limits like an adjective.

In a complex sentence the subordinate clause may be joined to the main clause by a relative pronoun, a conjunction, or an adverb.

EXAMPLES: The nets *which* they use are made of hemp.

I shall go *if* it does not rain.

I saw him *when* I was in Manila.

EXERCISE I

In the following sentences pick out the main and the subordinate clauses; tell whether they are connected by pronouns, conjunctions, or adverbs.

1. The cathedral which stands on the plaza is very old.
2. I came when you called me.
3. He did not come although I waited for him.

4. The composition that you wrote was very good.
5. People who live in Siam are called Siamese.
6. We did not start because it was very warm.
7. The houses that you see are the homes of farmers.
8. He arrived while I was absent.
9. I have not written to him since he left.
10. The name of the mountain which is seen from the railroad is Aráyat.
11. The doctor whom you sent is very intelligent.
12. I am more disappointed than you think.

EXERCISE II

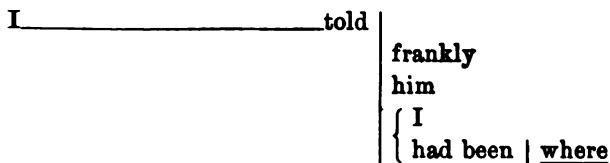
Classify the following sentences as simple, complex, or compound, and in each case give reasons.

1. The country of Siam is in southern Asia.
2. The royal elephants of Siam are white and the people worship them.
3. The cotton which is raised in the United States is sent to all parts of the world.
4. The Atlantic Ocean is east of America and the Pacific is west.
5. Great numbers of shoes are manufactured in the state of Massachusetts.
6. Alaska is northwest of Canada, but it belongs to the United States.
7. Large quantities of gold have been taken from the mines of Alaska.
8. Cuba and Porto Rico, which lie southeast of the United States, formerly belonged to Spain.
9. The tobacco which is raised in Cuba is considered very fine.
10. Texas is the largest of the United States.

EXERCISE III

Study the model and diagram sentences 2, 3, 4, and 5.

1. I frankly told him where I had been.



2. I always see him when he goes to the post office.
3. I put the book where it will be safe.
4. He lost the money which his father gave him.
5. The people who were in the houses ran into the streets for safety.

SECTION 43

REVIEW

1. On what basis are adjectives classified as predicate and attributive? After what kind of verbs does the predicate adjective occur? Use the word "diligent" as a predicate and as an attributive adjective.
2. How do we distinguish between regular and irregular verbs? What forms of the verb are called the principal parts? Give the principal parts of three regular and three irregular verbs.
3. Form the participles of the following verbs: "break," "take," "cook," "speak," and "look." In what way is the present participle most often used? State the use of the past participle in forming the passive voice.

2. Isabella, who stood near, heard the conversation.
3. Mahogany, ebony, and teak are among the valuable woods which are found in the Philippine Islands.
4. Clouds darkened the sky and a violent rain soon followed.
5. The Philippine Islands have many volcanoes, but not all of them are active.
6. Northern Luzón has suffered many earthquakes, some of which have been very destructive.

SECTION 44

PREDICATE NOMINATIVE

DEFINITION : A noun or pronoun used to complete the meaning of a copulative verb, and denoting the same thing as the subject, is called a predicate nominative.

EXAMPLE : My father is a *merchant*.

EXPLANATION : The word “merchant” completes the meaning of the copula “is” and denotes the same person as “father.” It is therefore a predicate nominative after the verb.

The predicate nominative occurs also after the passive voice of a few transitive verbs, such as “elect,” “choose,” “crown,” “call,” and “make.”

EXAMPLES : Alfonso *was crowned King of Spain*.

Washington *was elected President*.

He *was chosen senator*.

He *was called a traitor*.

He *was made an officer*.

He *was appointed secretary*.

He *is considered a good workman*.

The predicate nominative after a copulative verb and the objective case after a transitive verb are very different constructions and should not be confused.

A predicate nominative and a predicate adjective are alike in that both are used to complete the meaning of a copulative verb.

EXERCISE I

In the following sentences point out predicate nominatives, predicate adjectives, and nouns in the objective case after transitive verbs.

1. Edward VII is King of England.
 2. My uncle is a lawyer.
 3. The road is dusty.
 4. Pedro shot a bird.
 5. The emperor of Japan is called the Mikado.
 6. Diamonds are very costly.
 7. It was I who spoke.
 8. The miners have found gold.
 9. He is a good man.
 10. Januario can row a boat.
 11. General Grant was elected President of the United States.
 12. The captives were made slaves.
 13. The rulers taxed the people heavily.
 14. That man is very wealthy.
 15. Daniel Webster was a great orator.
 16. Paris is the capital of France.
 17. His grandfather was a famous man.
 18. Many people of Asia are yellow.
 19. We saw large trees as we came over the mountains.
 20. My pony is very gentle.
 21. This is a large group of islands.
 22. Manila has many canals.
 23. This parrot is too noisy.
 24. The women of Burma are said to be beautiful.
 25. The elephant can be taught to do hard labor.
 26. She proved a true and loyal friend.
-

EXERCISE II

Make sentences, using the following nouns as predicate nominatives.

EXAMPLE: This man is a *sailor*.

sailor	secretary	lawyer	king	president
clerk	prisoner	governor	tailor	servant
pupil	thief	teacher	supervisor	doctor
farmer	laborer	merchant	cook	dressmaker

SECTION 45

APPOSITION

DEFINITION: A noun added to another noun or pronoun to explain it and denoting the same person or thing is called an appositive.

EXAMPLE: Longfellow, the *poet*, lived in Cambridge.

EXPLANATION: The words "Longfellow" and "poet" refer to the same person. The word "poet" is introduced in the sentence to explain the word "Longfellow" and is called an appositive.

An appositive may appear in the predicate as well as in the subject of a sentence.

EXAMPLE: It was he, the *artist*, who gave me the picture.

A noun thus used as an appositive is said to be *in apposition*. Its function is that of a descriptive adjective.

EXERCISE I

Point out the appositives in the following sentences. Tell whether they stand in the subject or the predicate, and what noun or pronoun they describe.

1. Her son, a brave soldier, was killed in battle.
2. Copra, a product of the cocoanut, is exported from the Philippines.
3. My friend, the lawyer, has many clients.
4. I, the guilty man, should be punished.
5. Tárlac, the capital of the province, is a prosperous town.
6. He is a Russian, a captain in the army.
7. The lion, the king of beasts, is large and handsome.
8. This picture, the work of a famous artist, is very old.
9. He, the king, was kind to his subjects.
10. I met your old friend, the doctor.
11. Alfonso, the king, is a young boy.
12. The Malacañán palace, the home of the governor, is on the Pasig.

EXERCISE II

Substitute for the dashes suitable words chosen from the following list.

girl	Mississippi	animal	continent
building	volcano	food	queen
steamer	pet	capital	emperor

1. In the carriage sat the princess, a young —.
2. This river, the —, is broad and deep.
3. Taal, the —, once destroyed several towns.

4. Washington, the —, is on the Potomac.
5. Victoria, — of England, reigned many years.
6. Rice, an important —, grows in all the islands.
7. The camel, a very useful —, is found in Asia.
8. Asia, the largest —, is the home of many millions of people.
9. We saw our boat, a great —, coming into the harbor.
10. There is the college, a fine old —.
11. A little dog, the — of the family, was playing with the children.
12. William, the — of Germany, is a young man.

SECTION 46

PHRASES

DEFINITION : A phrase is a group of words having neither subject nor predicate, which may be used as a single part of speech.

EXAMPLES : Rice is an article *of food*.
He remained *in the house*.

EXPLANATION : In the first sentence the words “of food” describe the noun “article”; in the second sentence the words “in the house” modify the verb “remained.” In each instance the group of words performs the office of a single part of speech.

Phrases used to modify nouns are called *adjective phrases*.

Phrases used to modify verbs and adjectives are called *adverbial phrases*.

It is often possible to replace an adjective phrase by an adjective, an adverbial phrase by an adverb, without changing the meaning of the thought.

EXAMPLES: He has a ring *of gold*. He writes *with ease*.
 He has a *gold* ring. He writes *easily*.

Adjective and adverbial phrases most often consist of a preposition and its object.

EXERCISE I

Pick out the adjective and the adverbial phrases and tell what they modify.

1. This man comes from Abra Province.
2. He lived in a house near the sea.
3. The rocks on this coast are dangerous.
4. He listened without comment.
5. Many of the islands in the south are very small.
6. The ship passed from sight.
7. The officers made the trip by sea.
8. Have you ever ridden on the train?
9. The water in Lake Natungas is hot.
10. Crocodiles and alligators are found in the rivers.
11. He said nothing concerning this matter.
12. I can do this without any trouble.
13. These floors are made of hard wood.
14. The home of the king of Portugal is in Lisbon.
15. A broad river flows through the valley.
16. London is on the river Thames.
17. Java is the richest island of the East Indies.
18. In that country are found many buffaloes.
19. Rich oil is extracted from copra.

20. In Joló rain falls every month of the year.
21. We live in a country north of the equator.
22. The trees on the mountains furnish fine timber.
23. Some of the boats are cut from large logs.
24. Several peaks of these mountains are very high.
25. Sponges and shells are taken from the seas.
26. The rivers of the islands are sluggish.
27. A broad plain lies between the mountain ranges.

EXERCISE II

Substitute adjectives and adverbs for the phrases in the following sentences.

1. Japan is a country of mountains.
2. Copy this letter with care.
3. He is a man of courage.
4. You have not acted with prudence.
5. The people of the Philippines are hospitable.
6. I went in haste for the doctor.
7. The officer did his duty without fear.
8. The kingdom of Spain lies in southern Europe.
9. The savages tortured their captives without mercy.
10. He undertook the task with confidence.
11. The republic of Switzerland was established long ago.

EXERCISE III

1. The Moros hunt the wild boar of the mountains with spears of bamboo.

Moros	_____	hunt		the
	The			boar
				wild
				of mountains
				the
				with spears
				of bamboo

ORAL ANALYSIS

This is a *declarative sentence*.

The simple subject is the noun "Moros."

The simple predicate is the verb "hunt."

The modifier of the subject is the word "the."

The modifiers of the predicate are "the wild boar of the mountains" and "with spears of bamboo."

The complete subject is "The Moros."

The complete predicate is "hunt the wild boar of the mountains with spears of bamboo."

Diagram sentences 2, 3, and 4, and give oral analysis.

2. The products of the provinces are sent to Manila.
3. Two lines of steamers run from the city of Joló.
4. Salcedo passed through northern Luzón with his soldiers.

SECTION 47

CLAUSES AS MODIFIERS

DEFINITION: A subordinate clause which performs the office of an adjective is called an adjective clause.

EXAMPLE: The town *where I live* is on the seashore.

DEFINITION: A subordinate clause which performs the office of an adverb is called an adverbial clause.

EXAMPLE: He said *that he was going*.

EXPLANATION: In the first example it is evident that the clause "where I live" modifies the noun "town";


that is, it performs the office of an adjective in describing the noun "town." It is, therefore, called an adjective clause.

In the second example it is equally clear that the clause "that he was going" modifies the verb "said." It performs the office of an adverb and is therefore called an adverbial clause.

It must be remembered that a clause differs from a phrase. A phrase has neither subject nor predicate; a clause has both. The similarity of the two constructions is that the clause and the phrase may perform the same office in a sentence.

EXERCISE I

In the following sentences pick out the clauses, state whether they are adjective or adverbial, and name the words which they modify.

1. This is the month when the rains begin.
 2. Here is the field where the battle occurred.
 3. I need not go since you have come.
 4. In Mindanao are great forests which abound in hard woods.
 5. The railroad which connects Manila and Dagupan is one hundred and twenty miles long.
 6. I told him what you said.
 7. We continued our journey though a storm arose.
 8. I remained in the village until the next day.
 9. He did not say what he would do.
 10. He cannot learn to speak English unless he goes to school.
- 

EXERCISE II

In the following sentences pick out the clause and the phrase modifiers, state whether they are adjective or adverbial, and name the words they modify.

1. That carabao in the field is Alejandro's.
2. The carabao which is in the field is Alejandro's.
3. The ponies of Abra are strong and hardy.
4. The ponies which come from Abra are strong and hardy.
5. The trotting oxen in the Philippines were brought from Australia.
6. The trotting oxen which are used in the Philippines were brought from Australia.
7. The man in the carromata is Governor Favila.
8. The man whom you see in the carromata is Governor Favila.
9. The school in the evening is for adults.
10. The school which is held in the evening is for adults.

EXERCISE III

In the following sentences expand into clauses the phrases which are italicized.

EXAMPLE: The hemp *of the Philippine Islands* is called Manila hemp.

The hemp *which is raised in the Philippine Islands* is called Manila hemp.

1. Many houses *of this town* are made of bamboo and nipa.
2. The work *of this boy* is not satisfactory.
3. The coal *of Japan* is used on the ocean steamers.
4. The people *of the Philippines* are skillful fishermen.
5. The noise *in the market* disturbed the school.

6. The green fields *of the country* look cool and pleasant.
7. Several baskets *of fruit* sat on the table.
8. Clear streams *from the mountains* flow through the streets.
9. Strange-looking men *from the East Indies* were selling goods in the plaza.
10. The flowers *in the vase* grew in my garden.
11. The houses *on this street* are the homes of wealthy people.
12. The boy *with the umbrella* is my nephew.
13. The ground *about this town* is low and sandy.
14. The country *near Bayambang* produces fine bananas.
15. The sugar plantations *of Negros* are very valuable.

SECTION 48

COMPOUND SUBJECTS AND PREDICATES

DEFINITION: A compound subject consists of two or more connected substantives having the same predicate.

EXAMPLE: *Sugar and tobacco* are important exports.

EXPLANATION: The nouns "sugar" and "tobacco," taken together, form the compound subject of the verb "are," which is in the plural number to agree with the compound subject.

DEFINITION: A compound predicate consists of two or more connected verbs having the same subject.

EXAMPLE: The tide *ebbs and flows*.

EXPLANATION: The verbs "ebbs" and "flows," taken together, form the compound predicate of the noun

“tide.” Each is in the singular number to agree with its singular subject.

A compound subject and predicate should not be confused with the compound sentence (see Section 41).

A sentence may have both a compound subject and a compound predicate.

EXAMPLE: Juan and Pedro hunt and fish every Saturday.

EXERCISE I

Pick out the compound subjects and predicates in the following sentences. State the number of each verb and give the reason.

1. The language and customs differ throughout the Islands.
2. The ground has been plowed and is now ready for the seed.
3. The peso and peseta are silver coins.
4. Perfecta and Leonila have gone to church.
5. This house was bought and was sold within a week.
6. Fish and crabs are plentiful.
7. Spaniards, Americans, and Filipinos live in Manila.
8. The boys and their father work in the field.
9. Teófilo and Pablo read and write well.
10. The boys and girls have been dismissed and have gone home.
11. China and Japan are thickly populated countries.
12. January and February are cool and pleasant months.
13. The glass fell and broke into pieces.
14. The girls and boys laughed and played.
15. The moon and stars are visible at night.
16. The horse reared and plunged in fright.
17. Snow and ice covered the roads and fields.

18. The man turned to the right and disappeared.
19. The banana and hemp plants belong to the same family.
20. The teacher and pupils went away together.

EXERCISE II

Parse each word in the following sentences.

1. Dogs and cats are domestic animals.
2. Geneveva and I had finished our work and had gone to school.
3. The robbers were captured and taken to prison.
4. Beautiful flowers bloomed in the old garden.

SECTION 49

REVIEW

1. What is a predicate nominative? How do a predicate nominative and a predicate adjective differ? Give an example of a predicate nominative used after a verb in the passive voice; after a copula.
2. In what way does a noun in apposition resemble an adjective? Where in a sentence may an appositive appear? Give examples.
3. What is a phrase? What two uses has a phrase in a sentence? Give examples. Of what words does a phrase most often consist?
4. What is a clause? What two uses has a clause in a sentence? Give examples. How do phrases and clauses differ? Name the parts of speech which introduce clauses.
5. What is a compound subject? a compound predicate? Give examples. May a sentence have both a compound subject and a compound predicate? Give examples.

EXERCISE I

Parse each word in the following sentences.

1. The old walls were green with moss.
2. Vehicles of many kinds cross the Bridge of Spain every day.
3. Men of many races may be seen on the streets of Hong-kong.
4. The great bell in the tower of the church strikes the hours.
5. Fernando Carriedo, a former governor of the Philippines, gave a large sum of money to Manila.

EXERCISE II

Give an oral analysis of the following sentences.

1. Taal volcano, which is on an island in Lake Bombón, is still active.
 2. It was Legaspi who changed the spelling of the word Manila.
 3. This is the picture of a woman who lived many years ago.
 4. The five great races of people differ in looks and customs.
 5. Many coffee trees of Luzón have been killed by insects.
 6. The spreading branches of the mango tree furnish an excellent shade.
 7. Some kinds of hard wood are not injured by white ants.
 8. The monkeys which live in these forests travel in large bands.
 9. I have read the history which you loaned me.
 10. Dark clouds of smoke and melted rock come from the volcano.
-

EXERCISE III

Diagram the following sentences.

1. The largest of the oceans was called the Pacific because it is so calm and free from storms.
2. Magellan was killed on Mactán by the people who inhabited the island.
3. Large birds which look like the ostrich are found in Australia.
4. Many ships pass through the Suez Canal, which connects the Red Sea with the Mediterranean.
5. These plants, raised from seed, are transplanted while they are yet very small.
6. In some parts of Asia very little rain falls during the entire year.
7. Iron, the most useful of all metals, is found in large quantities in the United States.
8. The flour which is made from American wheat is shipped to Europe and the Orient.
9. The city of New York, the metropolis of America, lies at the mouth of the Hudson River.
10. Steamers cross the Atlantic Ocean in six days.

APPENDIX

RULES FOR PUNCTUATION

THE PERIOD

A declarative sentence should be followed by a period.

An abbreviation should be followed by a period.

EXAMPLES : I am here.

Dec. Mr. Dr.

THE INTERROGATION POINT

An interrogative word, phrase, or sentence should be followed by an interrogation point.

EXAMPLES : Are you going away? What for? When?

THE EXCLAMATION POINT

An exclamatory word, phrase, or sentence should be followed by an exclamation point.

EXAMPLES : How the rain comes down!

Look! What a pity!

THE COMMA

The name of a person addressed should be separated from the rest of the sentence by a comma.

EXAMPLE : Ring the bell, Pepito.

Two or more words in the same grammatical construction are separated from one another by commas when all the conjunctions are not expressed.

EXAMPLES : The American flag is red, white, and blue.

A low, thick wall surrounds the city.

An appositive word or phrase, unless it combines very closely with the word which it modifies, should be set off by commas.

EXAMPLES : Isabella, the Spanish queen, furnished aid to Columbus.

Luna, the artist, painted beautiful pictures.

The members of a compound sentence, when short and closely united in thought, should be separated by a comma.

EXAMPLE : My friend came, but I could not return with him.

A relative clause, when not restrictive, should be separated from the rest of the sentence by a comma.

EXAMPLES :

Restrictive: I gave the answer to the boy who brought the message.

Not restrictive: I intrusted such matters to my brother, who accompanied me.

THE COLON

A quotation, or an enumeration of persons, facts, or objects, when formally introduced, is preceded by a colon.

EXAMPLES : Bacon said this: "Writing makes an exact man."

The following pupils passed the best examination: Anita, Josefa, Rosa, Luis, and Marcelo.

THE SEMICOLON

Members of a compound sentence, when subdivided by commas, are usually separated by a semicolon.

EXAMPLE: The man, having perfected his plans, set to work at once; but difficulties, not anticipated, confronted him.

Short clauses, somewhat connected in thought and not joined by conjunctions, are separated by a semicolon.

EXAMPLE: The wind howled; the waves beat against the shore; the small boats in the harbor reared and plunged.

THE HYPHEN

The hyphen is used to join the parts of a compound word.

EXAMPLES: Man-of-war.

Mother-in-law.

A hyphen is also used to join the syllables of a word divided at the end of a line.

MARKS OF PARENTHESIS

Marks of parenthesis are used to inclose words or clauses which are not really parts of the sentence.

EXAMPLE: The man (he was a tall German) looked about him in astonishment.

QUOTATION MARKS

Quotation marks are used when the direct words of another speaker or writer are introduced.

EXAMPLE: The general said, "This is our greatest victory."

THE DASH

The dash is used after a sudden break in the thought or construction of a sentence.

EXAMPLE: The enemy—but why relate facts already known?

THE APOSTROPHE

The apostrophe is used as the sign of the possessive case.

EXAMPLE: The child's toys.

It is also used as the sign of an omitted letter or letters.

EXAMPLE: We've seen the procession.

RULES FOR CAPITALS

Begin with a capital letter:

- (a) The first word of every sentence.
- (b) Proper names.
- (c) Proper adjectives.
- (d) Names of the days of the week.
- (e) Names of the months of the year.
- (f) Titles of the Deity.
- (g) Official titles.

EXAMPLES: Governor of the Islands.

Judge of the Court.

- (h) Important words in the title of a book, periodical, or composition, or in a definition.

EXAMPLES: A History of the Philippines.

A sentence which makes a statement is called a Declarative sentence.

- (i) The first word of a direct quotation.
- (j) The first word of every line of poetry.
- (k) The name of a political or a religious body.

EXAMPLES: The Republicans.

The Catholic Church.

- (l) Names of points of the compass when applied to a section of country.

EXAMPLE: Islands of the South.

- (m) Names of historical events.

EXAMPLE: The Thirty Years' War.

Write with a capital the pronoun "I" and the interjection "O."

CONJUGATION OF THE VERB TO ASK

ACTIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	I ask	we ask
<i>Second person</i>	you ¹ ask	you ask
<i>Third person</i>	he asks	they ask

PAST TENSE

<i>First person</i>	I asked	we asked
<i>Second person</i>	you asked	you asked
<i>Third person</i>	he asked	they asked

¹ Pronouns of the second person are "thou" and "you." The singular form "thou" is no longer used except in poetry and prayer; the plural "you" ordinarily takes its place.

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	I shall ask	we shall ask
<i>Second person</i>	you will ask	you will ask
<i>Third person</i>	he will ask	they will ask

PRESENT PERFECT TENSE

<i>First person</i>	I have asked	we have asked
<i>Second person</i>	you have asked	you have asked
<i>Third person</i>	he has asked	they have asked

PAST PERFECT TENSE

<i>First person</i>	I had asked	we had asked
<i>Second person</i>	you had asked	you had asked
<i>Third person</i>	he had asked	they had asked

FUTURE PERFECT TENSE

<i>First person</i>	I shall have asked	we shall have	:
<i>Second person</i>	you will have asked	you will have	:
<i>Third person</i>	he will have asked	they will have	:

SUBJUNCTIVE MOOD

PRESENT TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	if I ask	if we ask
<i>Second person</i>	if you ask	if you ask
<i>Third person</i>	if he ask	if they ask

PAST TENSE

<i>First person</i>	if I asked	if we asked
<i>Second person</i>	if you asked	if you asked
<i>Third person</i>	if he asked	if they asked

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
<i>First person</i>	if I shall ask	if we shall ask
<i>Second person</i>	if you shall ask	if you shall ask
<i>Third person</i>	if he shall ask	if they shall ask

PRESENT PERFECT TENSE

<i>First person</i>	if I have asked	if we have asked
<i>Second person</i>	if you have asked	if you have asked
<i>Third person</i>	if he have asked	if they have asked

PAST PERFECT TENSE

<i>First person</i>	if I had asked	if we had asked
<i>Second person</i>	if you had asked	if you had asked
<i>Third person</i>	if he had asked	if they had asked

FUTURE PERFECT TENSE

<i>First person</i>	if I shall have asked	if we shall have asked
<i>Second person</i>	if you shall have asked	if you shall have asked
<i>Third person</i>	if he shall have asked	if they shall have asked

IMPERATIVE MOOD

PRESENT: *Singular and Plural*

ask [you]

INFINITIVE MOOD

PRESENT TENSE

to ask

PERFECT TENSE

to have asked

PARTICIPLES

PRESENT

asking

PAST

asked

PERFECT

having asked

PASSIVE VOICE

INDICATIVE MOOD

PRESENT TENSE	PRESENT PERFECT TENSE
I am asked	I have been asked
PAST TENSE	PAST PERFECT TENSE
I was asked	I had been asked
FUTURE TENSE	FUTURE PERFECT TENSE
I shall be asked	I shall have been asked

SUBJUNCTIVE MOOD

PRESENT TENSE	PRESENT PERFECT TENSE
if I be asked	if I have been asked
PAST TENSE	PAST PERFECT TENSE
if I were asked	if I had been asked
FUTURE TENSE	FUTURE PERFECT TENSE
if I shall be asked	if I shall have been asked

IMPERATIVE MOOD

be asked

INFINITIVE MOOD

PRESENT TENSE	PERFECT TENSE
to be asked	to have been asked

PARTICIPLES

PRESENT	PAST	PERFECT
being asked	asked	having been asked

LIST OF IRREGULAR VERBS

PRESENT TENS	PAST TENSE	PAST PARTICIPLE
abide	abode	abode
arise	arose	arisen
awake	awoke, awaked	awoke, awaked
bear	bore	born, borne
beat	beat	beaten, beat
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bereave	bereft	bereaved, bereft
beseech	besought	besought
bid	bade, bid	bidden, bid
bind	bound	bound
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned, burnt	burned, burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chidden
choose	chose	chosen
cleave	clove, cleft	cloven, cleft
cling	clung	clung
clothe	clothed, clad	clothed, clad
come	came	come
cost	cost	cost

PRESENT TENSE

PAST TENSE

PAST PARTICIPLE

creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbore	forborn
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten, got
gild	gilded	gilded, gilt
gird	girded, girt	girded, girt
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
have	had	had
hear	heard	heard
heave	hove, heaved	hove, heaved
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneeled, knelt	kneeled, knelt
knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned, leant	leaned, leant
leap	leaped, leapt	leaped, leapt
learn	learned, learnt	learned, learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pass	passed	passed
pay	paid	paid
put	put	put
quit	quit, quitted	quit, quitted
read	read	read
rend	rent	rent

PRESENT TENSE

ride
ring
rise
run
say
see
seek
sell
send
set
shake
shed
shine
shoe
shoot
show
shrink
shut
sing
sink
sit
slay
sleep
slide
sling
slink
slit
smell
smite
sow
speak

PAST TENSE

rode
rang
rose
ran
said
saw
sought
sold
sent
set
shook
shed
shone
shod
shot
showed
shrank
shut
sang
sank
sat
slew
slept
slid
slung
slunk
slit
smelled, smelt
smote
sowed
spoke

PAST PARTICIPLE

ridden
rung
risen
run
said
seen
sought
sold
sent
set
shaken
shed
shone
shod
shot
showed, shown
shrunk, shrunken
shut
sung
sunk, sunken
sat
slain
slept
slid, slidden
slung
slunk
slit
smelled, smelt
smitten
sowed, sow
spoken

PRESENT TENSE

PAST TENSE

PAST PARTICIPLE

speed	sped	sped
spell	spelled, spelt	spelled, spelt
spend	spent	spent
spill	spilt	spilt
spin	spun	spun
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strew	strewed	strewn, strewed
stride	strode	stridden
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweat	sweat	sweat
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden, trod
wake	woke, waked	woke, waked
wear	wore	worn

PRESENT TENSE

weave
weep
wet
win
wind
wring
write

PAST TENSE

wove
wept
wet, wetted
won
wound
wrung
wrote

PAST PARTICIPLE

woven
wept
wet, wetted
won
wound
wrung
written

